SOUTH KOREAN MALE ADOLESCENTS' INTERNAL AND EXTERNAL INFLUENCES IN ACADEMIC ACHIEVEMENT

A DISSERTATION

SUBMITTED TO THE GRADUATE SCHOOL

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS

FOR THE DEGREE

DOCTOR OF EDUCATION

BY

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BALL STATE UNIVERSITY

MUNCIE, INDIANA

MAY 2014

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BALL STATE UNIVERSITY

MUNCIE, INDIANA

MAY 2014

DEDICATION

I dedicate this dissertation to my grandfather, George Emery Sauer, Jr., who taught me to enjoy the simplicities of life.

ABSTRACT

DISSERTATION: South Korean Male Adolescents' Internal and External Influences in Academic Achievement

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South Korean adolescents' motivation for high academic achievement is strongly influenced by extraordinary parental support, pressures to achieve, and the practice of utilizing both public and private learning environments in South Korea. To remain competitive, educational leaders may benefit from observations of other countries' academic successes and consider the implications for the current American educational structure. The purpose of this study is to explore South Korean male adolescents' daily educational routines and their perceptions of their internal and external educational support systems in relation to their academic achievement. Furthermore, this study provides insightful data for educators, educational leaders, and global education critics about South Korean adolescents' academic motivations and determinations. Such insights may be important to decision makers in evaluating education models. The review of literature for this study examines South Korea's economic progression, educational structure, and familial and cultural standards. In this qualitative research, I observed and documented the educational perspectives of students, parents, and teachers at an all-male high school in Seoul, South Korea and collected data from the participants through interviews, observations, and reviews of academic-related documents. I

used these data to better understand the relationship between adolescents' family influences and adolescents' academic achievements. I also used these data to achieve a reality-based understanding of how adolescents' internal and external influences and motivations affect academic achievement. Although I could not formulate generalizations from this qualitative research, this study does provide insights into the relationships between South Koreans' family standards, influences, and attitudes, and South Korean adolescents' personal investments and value systems in education.

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CHAPTER ONE

INTRODUCTION

Educational achievement is commonly perceived as the "most important life goal" in South Korea (U. Kim & Park, 2006, p. 291). South Korean people believe that high educational achievement requires persistence, effort, and discipline (U. Kim & Park, 2006), but this effort often comes with a cost. As an extremely competitive people, South Koreans make large sacrifices to support and prepare their children for academic success (Ramírez & Rubio, 2010). Hwang, Yang, and Shin found that when the desired achievement level is not met, some students experience destructive thoughts that can lead to anxiety, delinquency, depression, and suicide (as cited in S.-Y. Lee, Hong, & Espelage, 2010, p. 538).[1] According to the Korea National Statistical Office (NSO), suicide was the second leading cause of death in South Korea among youth between the ages of 10 and 19 in 2008 (as cited in S.-Y. Lee, Hong, & Espelage, 2010, p. 532).

Statement of the Problem

In any educational program, students' internal and external motivations and self-determination significantly impact students' levels of achievement (Jang, Reeve, Ryan, & Kim, 2009). In South Korea's standards-driven and rigorous public education system, parents often lack the ability to "intervene" in their children's formal schooling, and children must exhibit

[1] Secondary sources are cited due to English translation.

individual self-motivation for academic achievement (H. Park, 2008; H. Park, Byun, & Kim, 2011, p. 17). Students are responsible for achieving high grades, and they are in great competition with their peers (Bong, 2008; Hwang, Kim, Ryu, & Heppner, 2006; Seth, 2002). In addition to the stresses of public education, South Korean students also experience great external pressure from some form of private education. Although students' academic achievement scores show success, some students do not feel a sense of accomplishment due to this continuous competition (M. Lee & Larson, 2000).

Purpose of the Study

The purpose of this study is to explore South Korean male adolescents' daily educational routines and their perceptions of their internal and external educational support systems in relation to their academic achievement. South Korean adolescents experience recognized positive and negative effects from family pressure, external influences, and their own expectations. I sought to learn about these adolescents' educational situations and understand their lives. I examined South Korean male adolescents' educational influences from students, parents, and teachers in this study.

Public education and private education in South Korea are distinctly defined. Kim et al. found that a study conducted for the Korean Educational Development Institute (KEDI), a key contributor for economic policies, classifies "public education" and "private education" in South Korea in the following way:

> 'Public education' means the institutionalized form of education that the state controls, including education in state, public and private schools at all levels. 'Private education' means those educational activities that occur outside the school in such forms as after-school day cramming lessons at home and in *haguon* [street cramming schools]. (as cited

in K. S. Kim, 2004, p. 523)

In South Korea, parents have more control and involvement in their children's private education where they can create an individualized educational plan that meets the individual needs of their child (K. S. Kim, 2004; H. Park, Byun, & Kim, 2011). Studying parental involvement and students' cognitive outcomes in private tutoring from private education in South Korea, H. Park, Byun, and Kim (2011) conceptualized "private tutoring-related activities of parents as a distinctive dimension of parental involvement separate from other dimensions such as parents' contact with schools, parent-child discussion, and monitoring" (p. 17). Parents involve themselves in their children's education by communicating with tutors and instructors within the private education system, rather than communicating with the teachers in the public education system (H. Park, Byun, & Kim, 2011).

Significance of the Study

I examined South Korean adolescents' perceptions of internal and external educational pressures and support systems in this study for two central reasons. First, South Korea is regarded as a world leader in educational achievement (Cheng, 1992; S.-Y. Lee, Hong, & Espelage, 2010). I sought to understand the experiences of South Korean students in a high-achieving educational system. Second, South Korean students' academic achievement continues to rise dramatically. According to the Organisation for Economic and Co-operation and Development (OECD) (2010c), South Korean students significantly out-performed American students on the 2009 Program for International Student Assessment (PISA) in reading, math, and science (see Table 1.1).

Table 1.1

Comparisons of South Korea's and the United States' PISA 2009 Mean Scores

Country	Reading	Math	Science
South Korea	539	546	538
United States	500	487	502

Note. According to the Organisation for Economic and Co-operation and Development (OECD) (2010c), South Korea's reading, math, and science mean scores were statistically significantly above the OECD average. The United States' reading and science mean scores were not statistically significantly different from the OECD average and the United States' math mean score was statistically significantly below the OECD average.

Educational leaders in the United States must recognize other countries' academic successes and consider the implications for existing educational structures, traditions, and family norms in order for the United States to remain a global leader. According to Torney-Purta (1990):

> There is a sense of national embarrassment because the United States has lost much of its position as a model of educational excellence. To compound the problem, U.S. students in the late 1980s appeared comfortable with their performance, believing they were doing well in mathematics and science (although they actually were performing poorly when compared with those in other countries). In contrast, students from countries such as Korea, who were performing very well on the tests, believed they should be doing better. (p. 32)

For this reason, comparative educational research is justified in order to better understand the relationships between students' achievements and students' academic perspectives, influences, and goals. At this point, more information is needed about adolescents in the South Korean educational system.

Research Questions

I addressed the following research questions in this study:

1. How do South Korean male adolescents structure their daily educational routines?
2. How do South Korean male adolescents perceive their family influences relate to their academic achievement?
3. How do South Korean male adolescents perceive their internal and external influences relate to their academic achievement?

Delimitations

The study is delimited to four South Korean students from one all-male high school in Seoul, South Korea, two of the students' parents, and two teachers from the school. I focused on two male students who were viewed as high achievers and two male students who were viewed as slightly above average achievers. The students' achievement statuses were based on their academic scores and teachers' recommendations from the high school. Only four student participants were involved in this study so that I could gain more focused, in-depth, and personal perspectives of students' educational influences and motivations. However, based on the small amount of participants, the results cannot be generalized.

Definitions

For the purpose of this study, I used the following terms:

- College Scholastic Ability Test (CSAT) or *Suneung*: a standardized assessment managed by the Korea Institute for Curriculum and Evaluation (KICE) that measures South Korean students' scholastic ability and is offered on the second Thursday of November each year;
- Cram School or *Hagwon or Haguon:* a private institution that provides supplemental

school education to prepare students for specific goals, such as university entrance examinations;

- Educational Broadcasting System (EBS): a South Korean television and radio network designed to supplement school education, promote lifelong education, and contribute to the development of advanced education;
- Korean Educational Development Institute (KEDI): an institution that works directly with the South Korean Ministry of Education in education policy research, planning, and implementation;
- Ministry of Education (MOE): a cabinet-level division of the South Korean government, formerly known as Ministry of Education and Human Resources Development (MOEHRD) or Ministry of Education, Science and Technology (MOEST);
- Program for International Student Assessment (PISA): an international assessment, coordinated by the Organization for Economic Co-operation and Development (OECD), that measures 15-year-olds' competencies in reading, mathematics, and science in over 70 countries every three years;
- Self-Determination Theory (SDT): a theory of human motivation and well-being that includes the intrinsic needs for competency, autonomy, and understanding;
- Self-study or *Jayulhakseup*: a form of study by oneself;
- Shadow education: activities that occur outside of school but mimic activities completed in school; and
- Trends in International Mathematics and Science Study (TIMSS): an international assessment developed by the International Association for the Evaluation of

Educational Achievement (IEA) that measures trends in mathematics and science achievement at fourth and eighth grades in over 60 countries every four years.

Summary

The purpose of this chapter is to define the research problem, rationale, and significance of this study. To establish the context of the study, the next chapter is a literature review of South Korea's global progression, educational structure, and familial and cultural standards. I used qualitative data to determine the relationships between four South Korean adolescents' family influences and academic achievement, and I investigated how the participants' external influences and motivations affect academic achievement.

CHAPTER TWO

REVIEW OF LITERATURE

Private and public South Korean education systems have produced a potent and focused work force over the last six decades (Cheng, 1992). Influences of the private and public systems have played a significant role in positioning South Korea as one of the fastest growing economies in the world today (Han, 1994). The standards in education, work, and careers have propelled the nation's rapid economic growth and global strength. South Korean family standards, cultural traditions, and moral attitudes have also played important roles in promoting education and developing students' personal investments and value systems in education. In this literature review, I examine (a) the effects of globalization in South Korea; (b) the use and purpose of private and public education systems in South Korea; (c) the parental and familial educational pressures on adolescents; and (d) South Korean adolescents' views about their motivation and their determination in regards to academic achievement. This review shows the impact of the high standard that South Korean families place on education and its impact on their children. Finally, I conclude this chapter with an overall summary of the literature review.

Economic Expansion

South Korea has experienced dynamic economic growth during the last half-century. According to the World Bank Group (2013a), the Gross Domestic Product (GDP) in current

United States Dollars (USD) for South Korea[2] has increased significantly (28,674.20%) between 1960 and 2011. In contrast, the United States' GDP in current USD has had less substantial growth (2879.92%) during this time (see Table 2.1). South Korea has grown from 5.38% of the United States' GDP per capita in 1960 to 46.6% of the United States' GDP per capita in 2011 (World Bank Group, 2013b) (see Table 2.2), and South Korea's economy and educational systems continue to expand and develop.

Table 2.1

South Korea's and the United States' GDP in USD from 1960-2011

Year	South Korea	United States
1960	$3.892 billion	$520.5 billion
1985	$96.62 billion	$4.189 trillion
2011	$1.116 trillion	$14.99 trillion
Total % gain (1960-2011)	28674.20%	2879.92%

Note. World Bank Group (2013a, 2013b) provided all data regarding the countries' Gross Domestic Product (GDP) in current United States Dollars (USD).

Table 2.2

South Korea's and the United States' GDP Per Capita in USD from 1960-2011

Year	South Korea	United States	SK % of US*
1960	$155	$2,881	5.38%
2011	$22,424	$48,112	46.61%

Note. World Bank Group (2013a, 2013b) provided all data regarding the countries' Gross Domestic Product (GDP) per capita in current United States Dollars (USD).

*Percentage comparison of South Korea's (SK) GDP to the United States' (US) GDP.

Confucian Influence

Religious views factor into determining a nation's education standards and work ethic; in South Korea, it is the Confucian perspective that influences the culture (Ramírez & Rubio,

[2] According to World Bank Group (2013a), South Korea is referred to as the *Republic of Korea*.

2010). Experts have proposed the idea that educational and economic attainment in East Asian countries is due more to Confucian culture than institutions and resources (Kahn, 1979; MacFarquhar, 1980; Sorenson, 1994; Tai, 1989). Confucianism is a Chinese "ethical and philosophical system" focused on lessons and views of Confucius (551-479 BCE) (Ryu & Cervero, 2011, p. 142). The Confucian philosophy emphasizes the value and significance of learning (E. Kim, Im, Nahm, & Hong, 2012; B. Lee, 2004) and is the "defining characteristic of Korean society" (Ryu & Cervero, 2011, p. 142).

National educational standards and ideologies have originated from diverse influences, which include the Confucian philosophy in Asia (Ryu & Cervero, 2011). When comparing the thinking of Western and Asian students, Nesbitt defined his perception of "Western" to be a civilization centered on early perspectives of Greek philosophers (as cited in Spring, 2008, p. 332). Nesbitt described Asian civilizations, such as those of Korea, China, and Japan, to be based on Confucian moral standards (as cited in Spring, 2008, p. 332). Due to this common Confucian heritage, economically successful Asian countries' cultural histories share a focus on tremendous academic abilities, a driven population, a stable government, and "an 'effective' bureaucracy" (Berger, 1994, p. 267). According to Yao (2000), "Apart from China, Korea was perhaps the first country in which Confucianism exerted a sweeping influence. This influence was not only present in the past but is also still visible today" (p. 115).

South Koreans' beliefs, values, culture, and history notably affect the educational program throughout the country (Ryu & Cervero, 2011). Many South Korean parents remain deeply affected by the deprivations caused by World War II and the Korean War (1950-1953). After the Korean War, South Korea's newly discovered "flexibility and social mobility" allowed for industrial development that guided a swift move into urbanization (Ramírez & Rubio, 2010,

p. 79). The arduous rebuilding process of South Korea began in the 1950s. According to Berthrong, Berthrong, Hahm, Kim, Robinson, Rozman, and Tu:

> Although the influences of modernization, economic development, and Western culture have drastically transformed the traditional agricultural society of Korea over the past four decades, modified Confucian values are still deeply saturated in the consciousness of the Korean people and embedded in every aspect of daily life and the way of thinking of individuals who then transmit these values to the next generation. (as cited in Ryu & Cervero, 2011, p. 140)

According to Ramírez and Rubio (2010), South Korean "Parents require their children to be responsible and dutiful" (p. 78). The values of traditional Korean parent-child relationships continue to influence Koreans' consciousness today (Lim, 2007).

South Korea's educational goals reflect various Confucian standards that emphasize education. Confucianism stresses "collectivistic social norms" that support parents as the exclusive decision makers and command "absolute parental authority" (E. Kim, Im, Nahm, & Hong, 2012, p. 130; Triandis, 1994). South Korean parents' involvement in their children's education is distinctive (Lim, 2007), and, combined with the Confucian influence, results in a peculiar educational phenomenon. South Korean parents are intensely interested in educating their children; this intensity is "uncommon" elsewhere in the world (Lim, 2007, p. 83).

Academic Pressures

Parental attitudes cause some students to "suffer" from competition between fellow students, family members, and within themselves (Hwang, Kim, Ryu, & Heppner, 2006, pp. 141-142). According to Heine, Kim, Park, and Chung, South Korean children are greatly concerned about how their parents see them, and they attempt to "avoid disappointing or receiving negative

judgments from their parents" (as cited in Bong, 2008, p. 197). The Ministry of Education and Human Resources Development in South Korea believes that this intense amount of academic competition may be unhealthy for adolescent children (as cited in Hwang, Kim, Ryu, & Heppner, 2006, p. 142). In a 1992 survey by An, Pak, and Kang, three-fourths of South Korean middle and high school students contemplate committing suicide or running away from home, "primarily because of parental pressure over lack of success at school" (as cited in Sorensen, 1994, p. 27). H. S. Kim reported that the peak age for suicide attempts in South Korea is between 17 and 18 years of age (as cited in S.-Y. Lee, Hong, & Espelage, 2010, p. 533).

South Korean students experience constant pressure from various sources not only to succeed but also to out-achieve all others. This relentless pressure results in adverse side effects, including an increasing frequency of cheating, suicides, and psychosis among even very young children (Bong, 2008; S.-Y. Lee, Hong, & Espelage, 2010; Sorensen, 1994). A 2008 Korea National Statistics Office (NSO) report shows the second leading cause of death in adolescent children was suicide; 4.6 out of 100,000 adolescents aged 10-19 committed suicide in 2008 (as cited in S.-Y. Lee, Hong, & Espelage, 2010, p. 532). Students' personal motivations are affected by their perceptions of their surrounding social and psychological environments (Bong, 2008; Eccles, Midgley et al., 1993; Eccles, Wigfield et al., 1993).

Cultural Influence

South Koreans' personal academic motivations reflect individuals' focus from a united culture (Triandis, 1989). Triandis (1989) proposed that the majority of American culture is characterized as individualistic while the Korean culture is characterized as collective. Kim, Kincaid, Park, and Robinson suggested an "extreme dissimilarity between majority American and Korean cultures in terms of their philosophical traditions, social structures, demographic

compositions, thought patterns, values, attitudes toward emotional expression in public, and so on" (as cited in M. Kim, 2003, p. 179). The contrast between an individualistic culture and a collective culture is extensive, and methods of communication differ drastically. In Korea, the collective culture uses more non-verbal communication because shared knowledge and background may be assumed; in contrast, verbal communication is critical to share information in the United States, which is a more culturally diverse nation (M. Kim, 2003). Within this collective culture, the South Korean people are united in their focus on education and achievement.

A review of literature relating to South Korean adolescents' academic needs and pressures shows how South Korea has become a more global nation. The system for educating children in South Korea is rigorous and tightly defined during the school day (Ramírez & Rubio, 2010). South Korea's academic-driven concentration serves the nation's people in an effort to become more abreast and competitive with the ever-changing industrial and global environment. Over the past 60 years, South Korea's economy has developed quickly and significantly (S. Kim, 2010). The large number of well-educated workers produced by South Korea's education and training system remains one of the most significant sources for the nation's progress (Han, 1994). Globalization's impact on education in South Korea is examined in the next section of this literature review.

Impact of Globalization on Education in South Korea

In 1985, economist Theodore Levitt coined the term globalization to describe changes in global economics that affect production, consumption, and investment (Spring, 2008; Stromquist, 2002). S. Kim (2010) stated, "Globalization has produced changes in economic and social characteristics with no area more affected than job competitiveness and security" (p. 309).

During the rapid transformation among global economies throughout the past two decades, the term globalization was applied to the political and cultural changes affecting many people throughout the world (Spring, 2008). Additionally, trade and cultural globalization impacted industrial and educational reform.

Historical Context

The devastation of World War II and the Korean War left little infrastructure intact for the people of South Korea (S. Kim, 2010). As the South Koreans worked to reconstruct their homes and industry, the influence of the United States and other nations contributed to a strong realization that opportunities for highly paid occupations were only available through the completion of higher education. The South Korean government emphasized pairing the notion of "nation-building through industrialisation *[sic]* [*gongeob ipguk*]" with that of "nation-building through education [*gyoyuk* ipguk]" (S. Kim, 2010, p. 317). South Korean people focused on increased higher education to promote economic growth. Although schools and education systems throughout the world are not the same, globalization of education allows for conversations and belief sharing between countries to increase the capacity of schools to meet the needs of the global economy.

Educational Shift

South Korean leaders have authorized a widespread development in schooling and permitted the expansion of educational services in the last 60 years (Cheng, 1992). Gaining financial support for children's education in Korea was a challenge even with government involvement. The Compulsory Education Accomplishment Plan from 1954-1959 was South Korea's "first attempt at planned education" and aimed "to enroll all eligible children in primary school and to expand classrooms and other infrastructure" (Cheng, 1992, p. 57-58). Student

enrollment in elementary and secondary schools throughout South Korea has increased significantly since 1953. Elementary student enrollment expanded to nearly 100% in 1970, from less than 60% in the 1950s (L. Kim, 1997; Ramírez & Rubio, 2010). From 1953 to 1994, middle school enrollment grew from 21% to 99% and enrollment in high school increased from 12% to nearly 89% (L. Kim, 1997; Ramírez & Rubio, 2010). Swift educational growth at all school levels has allowed for the country's robust industrial and economic advancement (Katz, 2000; Ramírez & Rubio, 2010). Japan and the United States also contributed to this growth by providing academic material and resources (Ramírez & Rubio, 2010).

The United States "dominated the world market" during the 1950s and 1960s with outstanding technology developments (S. Kim, Lim, & Jang, 2000, p. 67). After that time, however, the world dominance and technological power slowly shifted from the North American continent to the Asian continent. Hong Kong, Singapore, Taiwan, and South Korea are currently referred to as the "East Asian Tigers" (Berger, 1994, p. 267). Since the 1960s, leaders have lifted these four countries out of their developing status by sustaining high levels of economic growth through the impact of swift industrialization, highly productive work forces, and efficient industrial practices that have made their exports competitive throughout the world (Berger, 1994).

In an effort to become more globally developed, South Korean people have advanced cultural and educational needs to meet global standards (Watson, 2011). An economic crisis occurred in South Korea in 1997 due to a currency crisis that began in Thailand and spread throughout other Asian countries. This economic crisis pushed Korean organizations to follow the "best practices" of Western organizations in an effort to strengthen the economy (S. Kim, Lim, & Jang, 2000, p. 58). In 2008, the Ministry of Foreign Affairs and Trade (MOFAT)

specified that a 'Global Korea' would combine the following:

> The strengths of an advanced welfare economy and self-reliant defense capability with significant educational, cultural, and artistic potential and is accordingly needed and respected by the international community. The pursuit of short term and piecemeal interests is not in keeping with the vision of a Global Korea. Rather, our national interests should be advanced under the framework of long-term comprehensive international relations. (as cited in Watson, 2011, p. 54)

1997-1998 Economic Crisis

South Korea became more globalized as a result of the economic crisis, and a form of social inequality has arisen. Koo (2007) researched the developing pattern of South Korea's social inequality in the labor market, consumption behavior, and educational opportunities that were due to the South Korean financial crisis of 1997-1998. He observed that the economic downturn widened the gap between the wealthy and the poor, with wealthier families having more access to additional educational opportunities (Koo, 2007). During this time, it became more difficult to find and keep a job; workers had to become more competitive. The South Korean educational system reflected this competition and became more individually driven. Parents responded by increasing investments in their children's education (S. Kim, 2010).

South Korea functioned under an "organization-specific" knowledge system prior to the new phase of globalization in South Korea that occurred during the 1997-1998 economic crisis (S. Kim, 2010; S. Kim, Lim, & Jang, 2000). The structures of South Korean organizations changed to follow the practices of those in Western countries as a result of globalization. Organizations moved away from a collectivistic ideology toward an emphasis on individualistic

traits and performance (S. Kim, 2010). Individualism is defined as a social pattern that consists of individuals who view themselves as loosely associated with groups (Triandis, 1994).

While South Koreans maintained their heritage and culture of Confucian collectivism, more exposure to the United States' mainstream culture of individualism occurred after 1997. Since this shift to an individual-specific focus, South Korea has become a leading country in the world. For example, in 2010, South Korea became the 24th member of the Organisation of Economic Co-operation and Development-Development Assistance Committee (OECD-DAC) and a foreign aid donor country (Watson, 2011). This was a noteworthy achievement for a country that was a former foreign aid recipient until 1995 (Watson, 2011).

Pressures from Globalization

The pressures for individual success in a global environment have caused South Korean people to alter their educational system from focusing on the organization to an emphasis on the individual. Individuals may be provided more opportunities for self-realization through globalization, while strong competition and reliance upon "individual-specific" knowledge may also be included in globalization (S. Kim, 2010; S. Kim, Lim, & Jang, 2000). In a study of educational expansion and the impact of globalization in South Korea, S. Kim (2010) found that individuals' economic security and that of their children may be in jeopardy for those who do not actively partake in higher education from respected, globalized institutions. S. Kim (2010) also found that individual mastery of "required knowledge" is expected in South Korea before applying for employment since South Korean firms tend to prefer prior job experience in job applicants (p. 313).

The swift industrialization, growing global responsibilities, and technological advances that have occurred in South Korea over the past 60 years have given South Koreans a sense of

"national pride" in their current status as one of the world's leaders (K. Chung & Choe, 2008; Watson, 2011, p. 53). The country's success is often attributed to the Korean people's specific ethnic homogeneity of a shared cultural and racial history as "one family, one nation, one bloodline" (Shin, 2006; Watson, 2011, p. 53). South Korea has had fast-paced economic and global growth; now, a better understanding of the nation's education system is needed to determine public and private education's impact on the country. Globalization's positive and negative impact on public and private education within South Korea is examined in the next section of this literature review.

Impact of Public and Private Education in South Korea

Academic achievement is viewed as "a key to success" in South Korea's highly competitive society and is considered "a survival response" by academic-focused nations (S.-Y. Lee, Hong, & Espelage, 2010, p. 538). As early as 1987, scholars suggested that "Korea can no longer be thought of as an underdeveloped country" (Hamilton & Tanter, 1987, p. 76). Lee, Kim, Kim, and Kim described South Korea's rapid educational growth as a "sequential bottom-up approach" (as cited in C. J. Lee, Kim, & Byun, 2012, p. 304). The country's focus to unify and organize education grew from little attention to total dedication throughout South Korea. South Korean people view education as the "most reliable marker of high status" (Sorensen, 1994, p. 28). Education created a capable and disciplined work force, and the resulting economic power has empowered the South Korean people to fund and support a highly effective combination of public school education, supplemented importantly by private education (S. Kim, 2010). This strong standard of education within the culture has produced an educational program focusing on strict academic achievement in a precise and direct path to a better future (S.-Y. Lee, Hong, & Espelage, 2010).

Historical Perspective

Formal education, one of South Korea's biggest economic and rural development initiatives, was introduced in 1949 to provide social protection and reduce poverty (T. Kim, Kwon, Lee, & Yi, 2011; Kwon & Yi, 2009). According to Amsden (1989), Korea is "both a general case of a well-educated late industrializing country and a special case of an exceptionally well-educated one" (p. 219). The current push for high academic achievement can be credited to South Koreans' traditional outlooks and South Koreans' aspirations for "upward mobility" within the society (Sorensen, 1994, p. 22). South Korean parents, therefore, can feel pressured to "make enormous sacrifices" to provide the proper education for their children (Ramírez & Rubio, 2010, p. 77). Since educational credentials "determine one's economic level, the Korean zeal for education becomes understandable" (Sorensen, 1994, p. 23).

South Korea's educational system has significantly shifted during the past six decades to provide ongoing academic support to students in primary and secondary schools. Cheng (1992) found that 96% of school age children were enrolled in primary school in the mid-1960s (p. 56). In 1969, the country instituted a "leveling policy" of secondary education in order to provide more equitable learning opportunities to all eligible children (C. Kang, 2007; G.-J. Kim, 2002). This law used a lottery system that required elementary school graduates to be assigned "randomly" to public or private middle schools in the "relevant residence-based school district" (C. Kang, 2007, p. 460). The South Korean government adopted a new policy in 1973 in an attempt to equalize the quality of high school education as well. According to Cheng (1992), "Korea's decision to equalize educational opportunities unintentionally decreased the overall quality of education" (p. 60). Admission into secondary schools became extremely competitive

among South Koreans and increased the amount of private tutoring and grade repetition as a result of this decision (G.-J. Kim, 2002).

Spending on education increased with time. In 1984, the total spending on public and private education was 13.3% of the GDP in South Korea (L. Kim, 1997; Ramírez & Rubio, 2010). More South Korean parents began funding public and private education programs for their children in elementary and secondary grades during this time, which promoted academic competition between parents. As education became more available and more necessary for South Koreans' economic success in the 1980s, the competition for enrollment in the "best" school grew and became problematic between parents of various levels of class and social status (K. S. Kim, 2004).

Modern Education Systems

During South Korea's education reform from 1993 to 2003, parents, teachers, civilian groups, and government leaders agreed that an education transformation was needed to solve the "structural problems in education" and to assist with working in the "new era of democracy and globalization" (K. S. Kim, 2004, p. 521). Little change occurred during this reform, however. The restructured modern compulsory education system follows a national standardized curriculum (Byun, Schofer, & Kim, 2012; S. Kim & Lee, 2003). It uses a 6-3-3 model with six years of elementary school, three years of compulsory middle school, and three years of compulsory high school. In the current environment, test scores remain a major determinant in students' shift to higher levels of education (K.-K. Kim & Byun, 2006; Byun, Schofer, & Kim, 2012); students are "tracked" into schools based on these scores.

This academic differentiation is a type of academic tracking (Akiba & Han, 2007). Akos, Lambie, Milsom, and Gilbert (2007) stated that "Tracking is the educational practice of

categorizing and classifying students by curriculum standards, educational and career aspirations, and/or ability levels" (p. 58). Tracking separates students based on their past academic achievement, ability, and motivation, and some researchers believe that academic tracking allows students to be placed with peers of similar academic ability for more successful educational experiences (Akos, Lambie, Milsom, & Gilbert, 2007; Callahan, 2005). According to S. Kim and Lee (2010), "Tracking according to student ability within schools needs to be introduced . . . so that the instruction given at school becomes more relevant to the levels of students that attend that school" (p. 290-291).

Research in the United States has found that academic tracking and similar school practices noticeably discourage students' career and academic aspirations (Smith-Maddox & Wheelock, 1995). Oakes and Lipton (1992) stated, "During the past decade, research on tracking and ability-grouped class assignments has provided striking evidence that these practices have a negative impact on most children's school opportunities and outcomes" (p. 448). Akiba and Han (2007) agreed, "In order for South Korean schools to ensure safe learning environments free from violence, the academic tracking system needs to be reformed and students need to be provided equal learning opportunities" (p. 217).

South Korea uses academic differentiation at the middle school level to prepare students for the different academic tracks that they may follow in high school (Akiba & Han, 2007). At the end of the ninth grade year in South Korea, students take a standardized entrance examination, and their exam scores assign the students to "different academic levels of high schools" (Akiba & Han, 2007, p. 206). The Ministry of Education and Human Resources Development, however, has determined that academic tracking as practiced in South Korea is a

method to achieve learning competence among varied students' academic abilities in a sizeable class of students (as cited in Akiba & Han, 2007, p. 216).

The use of ability grouping is similar in South Korea and the United States, but average class sizes differ between the two countries. According to the Organisation for Economic Co-operation and Development (OECD) Indicators (2012), the average class size in South Korea's lower secondary education is 34.7 students for public and private institutions; the average class size is 23.2 students in the United States' lower secondary education for public and private institutions (p. 450). Class sizes in schools may relate to the amount of individualized instruction that students receive from their teachers.

As South Koreans struggle to adapt their conformist culture to a more Western, self-reliant, and self-determined approach, the pressure for high individual performance creates significant anxiety for students and their families as well as individual academic rivalry among peers. South Koreans refer to this central, education focus as "education fever" (*kyoyukyeol)* or a "national obsession with the attainment of education" (J.-K. Park, 2009, p. 50; Seth, 2002). Due to the 1980 and 1995 education reforms, enrollment in post-secondary, higher education in South Korea increased from nearly 1.5 million in 1980 to 3.6 million in 2005 (S. Kim & Lee, 2010).

Significance of Test Scores

There are great cultural pressures to succeed in South Korea, and "many Korean parents invest heavily in shadow education" to ensure that their children perform well on tests (Byun, Schofer, & Kim, 2012, p. 220; H. Park, Byun, & Kim, 2011). Stevenson and Baker (1992) define shadow education as "a set of educational activities outside formal schooling that are designed to improve a student's chances of successfully moving through the allocation process," which academically tracks students (p. 1640). According to the Korea National Statistical Office

(NSO), almost eight out of ten South Korean students participated in a type of shadow education in 2007 (as cited in H. Park, Byun, & Kim, 2011, p. 5).

Shadow education has evolved with an extreme focus on test preparation because test scores carry such high importance (H. Park, Byun, & Kim, 2011). Since 2000, South Korea has received significant international attention for regularly achieving high test scores on the Program for International Student Assessment (PISA) and the Trends in International Mathematics and Science Study (TIMSS) tests (Y. Lee, 2010). Developed by the International Association for the Evaluation of Educational Achievement (IEA), the TIMSS measures trends in students' achievements in more than 50 nations throughout the world (Akiba & Han, 2007; Provasnik et al., 2012). The test shows data on students' nationality, gender, family background, achievement scores in mathematics and science, attitudes toward schools, schoolmates, and teachers, as well as the perceived difficulties and pressures that they face in their schooling (Akiba & Han, 2007). Both the United States and South Korea participated in the 2011 TIMSS. Thus far, data have been gathered from TIMSS in 1995, 1999, 2003, 2007, and 2011.

In 2011, the IEA administered the TIMSS in 57 countries to fourth grade students and 56 countries to eighth grade students. Specifically that year, they used the TIMMS to assess 5,166 South Korean[3] eighth graders and 10,477 eighth graders from the United States. Both countries placed among the top 10 countries in the two academic areas. In the eighth grade science assessment, South Korean students ranked third and students from the United States ranked tenth. With more success in the eighth grade math assessment, the South Korean students ranked first and students from the United Stated ranked ninth (Provasnik et al., 2012). South Koreans

[3] According to Provasnik et al. (2012), South Korea is referred to as the *Republic of Korea* in the 2011 TIMSS.

emphasize the importance of academic competition throughout the world, and the South Korean students' scores show global achievement.

South Koreans are encouraged by these high academic rankings to continue to strengthen the educational system in order to remain at a well-respected status. As the "most powerful means to achieve upward social mobility and economic prosperity," many South Korean parents attempt to assist their children in following a path to academic success through stressing and imposing education on them (J.-K. Park, 2009, p. 50). According to S.-Y. Lee, Hong, and Espelage (2010), "In Korea, most students spend on average more than ten hours a day at school due to heavy emphasis on academic excellence. The amount of time spent on school work increases if they are attending academic institutions after school" (p. 536). In addition, social class variables have effects on "education fever" and the amount of education children receive (Nakamura, 2005, p. 46). In a study of parental attitudes and behaviors toward education in Japan and South Korea, Nakamura (2005) found that parental "education fever" is much higher in South Korea and that the educational expectations for children rise with the parents' educational level and social class status.

Public Education versus Private Education

South Koreans define their two forms of education, public and private, differently than Americans define these terms. In South Korea, education that occurs in all levels of regular schools, public or private, is known as "public education" (*konggyoyug)* (K. S. Kim, 2004, p. 523). In contrast, education that takes place outside of the regular school times and days is referred to as "private education" (*sagyoyug)* (K. S. Kim, 2004, p. 523). The Korean Association of Researchers in Educational Finance and Economics (KAREFE) published a study that was conducted for the Korean Educational Development Institute (KEDI) and partially distributed by

the Ministry of Education. As mentioned in Chapter One, according to Kim et al., the Korean Educational Development Institute (KEDI) defines "public education" and "private education" as the following:

> 'Public education' means the institutionalized form of education that the state controls, including education in state, public and private schools at all levels. 'Private education' means those educational activities that occur outside the school in such forms as after-school day cramming lessons at home and in *haguon* [street cramming schools]. (as cited in K. S. Kim, 2004, p. 523)

Private education or shadow education includes "cram schools" (*hagwon or haguon)*, which are accessible in cities throughout South Korea (J.-K. Park, 2009). According to the Korea Ministry of Education, as of 2007, about 24,000 hagwons provided instruction in sports and the arts to 1.02 million students. Moreover, 31,000 hagwons taught academic subjects to 2.27 million students after school hours and during the weekends (as cited in S. Kim & Lee, 2010, p. 266).

In addition to cram schools (*hagwons*)*,* private tutoring in South Korea has "a long history" and significantly grew during the 1980s and 1990s (Bray, 2006, p. 516; Seth, 2002; Zeng, 1999). As parents' demands for improved formal education within South Korea grew, the market for private tutoring strengthened and evolved to where it is today (J. Lee, 2008). Parents "invest" in private tutoring (*kwaoe*)*,* English camps (*yeongeocamp*), language training abroad (*haewoeyonsu*), and other extracurricular activities (J.-K. Park, 2009, p. 51). Other examples of "private education" include home-delivered daily drill sheets, computer-based cramming lessons, television cramming programs provided by the Educational Broadcasting System (EBS), and extra-hour cramming sessions in the regular schools; the cost for any of these services is borne by the student's parent or family (K. S. Kim, 2004, p. 523).

This extracurricular education costs parents a great amount of money (Y. S. Chung & Choe, 2001). According to K. S. Kim (2004), "While expenditures for 'public education' are split between the parents and the state, those for 'private education' are borne entirely by the parents" (p. 524). A family's financial means may be a deciding factor in determining the amount of and quality of private education that their children receive, yet researchers have found private tutoring to be widespread across various income groups. According to Woo et al., 83.1% of elementary students, 92.8% of middle school students, and 87.8% of high school students participated in private education in 2004 (as cited in S. Kim & Lee, 2010, p. 266). South Korean parents' spending on private education provides students additional, rigorous education (Ramírez & Rubio, 2010).

Success rates with these extracurricular tutoring programs vary from student to student. According to J.-T. Lee, Kim, and Yoon (2004), students' achievement is determined more from their attitude rather than their tutoring; no evidence supports pre-class tutoring to increase grade points. Kong and Paek, however, found that studies have estimated that these "private education expenditures" (*sagyoyug-bi*) greatly surpass "public education expenditures" (*konggyoyug-bi*) (as cited in K. S. Kim, 2004, p. 524). Kim described private education expenditures in South Korea as "intolerably high" and the Korea International Trade Association (KITA) stated the cost to be "the highest in the world" (as cited in K. S. Kim, 2004, p. 524).

Exam Preparation

In a 2001 survey of 600 South Korean parents, the mean monthly expenditure on private education per family was approximately $238 USD or about 10% of the mean total monthly income (Y. S. Chung & Choe, 2001, p. 196). According to Kwak, the estimation of primary students receiving tutoring in 2003 was 81.3%, which significantly increased from 12.9% in

1980 (as cited in Bray, 2006, p. 518). For middle school students receiving tutoring, Kwak found that the proportion dramatically increased to 75.3% in 2003 from 20.3% in 1980, and the estimates for high school students moved up to 56.3% in 2003 from 26.2% in 1980 (as cited in Bray, 2006, p. 518). According to Lee, South Korean families spent nearly 30% of their incomes on private tutoring for middle and high school students in 2003 (as cited in Bray, 2006, p. 518). Lee found that total expenditures on tutoring in South Korea were estimated at $12.4 billion in USD in 2003 or 55.9% of the national government budget for education (as cited in Bray, 2006, p. 526). According to Bong (2008), "Korean parents perceive a strong link between educational qualifications, public recognition, and social accomplishment, and, in turn, pressure their children for higher attainment at school" (p. 196). It is for these reasons that parents may feel compelled to spend money on additional education.

South Korea's educational environment has become extremely competitive, and public education has been supplemented with private education due to students' high-performance anxiety, parents' high academic expectations, and the nation's extreme focus on the university entrance exam (S. Kim, 2010). According to Cho, Fararo, Rohlen, Schoolland, and White, East Asian adolescents go through "examination hell" (or "examination war") during middle and high school while preparing for the highly competitive entrance examination for universities (as cited in M. Lee & Larson, 2000, p. 250). Top-tier colleges require that students score well on the Korean College Scholastic Ability Test (CSAT) in order to gain admittance (H. Kim, 2004). Kang and Lee stated that after taking this exam, one of four high school students are admitted to college and the Ministry of Education reported that roughly 500,000 students fail to gain college admittance annually (as cited in C. W. Kim & Dembo, 2000, p. 95).

According to An, Pak, and Kang, a study of South Korean students' educational beliefs indicated that 78.7% of middle and high school students believed that going to university was essential for getting a "good job" (as cited in Sorensen, 1994, p. 22). In order to prepare for the university entrance exam, South Korean students' study methods primarily focus on "practicing problems by rote repetition" and "memorizing textbooks" (C. W. Kim & Dembo, 2000, p. 96; Sorensen, 1994). M. Lee and Larson (2000) stated that "The effect of the university exam on Korean adolescents' lives appears to be an extraordinary devotion of time to studying and the frequent experience of negative emotion during this time" (p. 252).

Effects on Students

Hwang, Yang, and Shin found that the negative emotions from academic underachievement can lead students to depression, anxiety, substance abuse, delinquency, and suicide (as cited in S.-Y. Lee, Hong, & Espelage, 2010, p. 538). Although students in South Korea perform well on tests in various academic areas, the students' "interest in and enjoyment of learning" is typically low (C. J. Lee, Kim, & Byun, 2012, p. 312; Mullis, Martin, & Foy, 2008; Organisation for Economic and Co-operation Development, 2010a, 2010b). According to a comparative study by Diener, Suh, Smith, and Shao (1995), South Korean adolescents have more education-related negative emotions than their counterparts in nearly all other countries. South Korean students ranked at the second lowest level of interest in learning science out of 57 countries in PISA in 2006 (C. J. Lee, Kim, & Byun, 2012). C. J. Lee, Kim, and Byun (2012) stated that the South Korean students' high academic achievement and low interest in learning has allowed many to argue that the higher average performance of Korean students may be the result of standardized testing, drills, memorization, and private tutoring (p. 312).

In addition to negative emotions, students' increased time in private education programs leaves them little time to relax, to sleep, or to have leisure time. "Pass with four, fail with five" is a common slogan among South Korean high school students (M. Lee, 2003; M. Lee & Larson, 2000, p. 251). The slogan is meant to remind students that they should have a maximum of four hours of sleep a day in order to pass the university exam (M. Lee, 2003; M. Lee & Larson, 2000). Based on this slogan, South Korean students may spend 16% to 20.8% of each of their days sleeping. South Korean adolescents spend more time working on schoolwork than sleeping each day (M. Lee, 2003; M. Lee & Larson, 2000). Larson and Verma, in contrast, found that American adolescents spend 20 to 29% of their waking hours doing schoolwork (as cited in M. Lee & Larson, 2000, p. 252).

South Korea has become "the most exam-obsessed culture in the world" due to the strong parental involvement in the education system (J.-K. Park, 2009, p. 51; Seth, 2002). South Korean culture is one of high collectivism, rather than individualism. According to Hofstede and Hofstede, the key characteristics of collectivist orientation include "harmony and consensus, a strongly developed ability to feel shame and the loss of face, . . . ideologies of equality prevailing over individual freedom, . . . relationship prevailing over task, and high context communication" (as cited in Ryu & Cervero, 2011, p. 143). Due to this culture of collectivism, South Korean students' academic achievement may be highly influenced by parental and familial interests. The parental support and influences of students within South Korea is examined in the next section of this literature review.

Impact of Parental Support and Influences on Students

For Asian students, meanings of success and failure "depend heavily on the approval and disapproval of parents and teachers" (Bong, 2008, p. 196; Markus & Kitayama, 1991; Oishi & Diener, 2001). According to Seth (2002):

> Education pops up in conversation often, and the success of a son, a daughter or a grandchild at entering a "good" school is a source of great pride. Although education is important in every nation, even casual visitors became aware of the intense preoccupation of South Koreans with schooling. . . . The concern for educational attainment was not confined to the urban middle class of the capital but was an all-pervasive feature of South Korean society. (p. 2)

South Korean parents' commitment to education is very strong. According to the Korean Educational Development Institute (KEDI), 82.8% of South Korean parents wanted their children to finish a four-year university degree compared with 63.1% of American parents in 1983 (as cited in S. Kim, 2011, p. 625).

South Korea's cultural expectations, parenting practices, and learning and career goals have led to an educational structure that differs from that in the United States. For example, parents' high expectations for their children's academic achievement align with the South Koreans' Confucian philosophy. According to Kim, Kim, and Rue, parents groom their children to be "passive, obedient, and self-disciplined," all characteristics of collectivistic Confucianism (as cited in E. Kim, Im, Nahm, & Hong, 2012, p. 124). In contrast to the Confucian perspective on education, Holmbeck, Paikoff, and Brooks-Gunn found European American culture to be based on individualism that allows parents to raise their children to be "autonomous, independent, and self-reliant" (as cited in E. Kim, Im, Nahm, & Hong, 2012, p. 124). Students in

South Korea typically spend more time studying and working on schoolwork than students in the United States (Jeong & Chun, 2010; M. Lee & Larson, 2000). South Korean students view classwork and homework as essential tasks to prepare for success (M. Lee and Larson, 2000). According to M. Lee and Larson (2000), "As a function of Confucian values, the importance parents give to schoolwork, and the extreme life consequences associated with performance on the competitive college exam" is critical (p. 267-268).

Financial Issues

Parents, influenced by Confucian ethics regarding education and achievement, are willing to sacrifice their financial means (Han, 1994), investing a sizeable share of their income toward education for their children (J.-K. Park, 2009). The Korea National Statistical Office (NSO) reported that South Korean families spent approximately $17 billion USD on private education in 2007 (as cited in H. Park, Byun, & Kim, 2011, p. 5). This investment creates more pressure for children to receive higher education degrees. J. Lee's (2008) study indicated a correlation between the birth order and gender of a child and the amount of money that South Korean parents spent on a child's education. J. Lee (2008) stated, "The findings suggest that successful population policies in South Korea can explain in part why per-child investment in education has increased in the past decades" (p. 874). J. Lee (2008) found that private tutoring covered 28% of the total education expenditure and 7.3% of the household income (p. 858).

Rather than financial benefits, the driving force for South Korean students to acquire higher education is "influenced by students' and their parents' expectations of non-monetary, consumption, and protective benefits" (D. Kim, 2002, p. 192). Consumption benefits are associated with students' opportunities for diverse and enjoyable learning experiences, in addition to students' title of "college student" (D. Kim, 2002, p. 187). This title is viewed as a

representation of one's socioeconomic or intelligence status. While consumption benefits highlight the positive aspects of students' experience in higher education, protective benefits remove "the psychological feelings of inferiority associated with the lack of a college education" and "socioeconomic disadvantages associated with the lack of a higher education" (D. Kim, 2002, p. 187). D. Kim (2002) found that these factors, not the potential for monetary gain, pushed students toward higher education.

Exam Emphasis

With pressure for their children to attend a top-ranking university, South Korean parents expect their children to devote a majority of their high school time preparing and reviewing for the annual college entrance exam (Davies & Cummings, 1998; Jeong & Chun, 2010), and the students have little time outside of their study schedules to spend with their families (Jeong & Chun, 2010). South Korean parents can ensure that their children are preparing for the college entrance exam and concentrating during study time by supervising their children's daily schedule (M. Lee, 2003). H. Kim (2004) found that "On the day of the national college entrance exam, the Korean College Scholastic Ability Test (CSAT), parents are often seen in front of the school where their children are assigned to take the test, praying for their children to score high on the exam" (p. 6).

Responsibility to Family

South Korean students often have concerns and needs to please others (Heine, 2001), and their decisions often depend on their parents' values (D. Kim, 2002). Nakamura (2005) found that "Korean students feel their parents' expectations, take them into consideration, and make their decisions accordingly" (p. 44). In academic settings, the South Korean culture's strong emphasis on maintaining balance between the self and others often turns "into feelings of

obligation to satisfy and not disappoint one's parents and teachers" (Bong, 2008, p. 196). According to Ellinger and Beckham (1997), "Fierce competition for college entrance leaves its mark on students who fail their entrance examination, for they have done more than fail an exam; they have disgraced their families' honor" (p. 625). Chung, Kim, Lee, Kwon, & Lee reported that Korean adolescents believe that their parents expect them to be admitted into a university (as cited in M. Lee & Larson, 2000, p. 251). These adolescent also believe that they are "capable" of gaining university admission with "sufficient effort" (M. Lee & Larson, 2000, p. 251).

J.-I. Kim, Schallert, and Kim (2010) studied the impact of South Korean parents' motivational goal orientation and classroom goal structures on students' goal orientations. They found that students' perceptions of their parents affected the students' goal orientations. J.-I. Kim, Schallert, and Kim (2010) also found that "Korean students' adoption of personal goal orientations could be predicted by their perceptions of both the classroom goal structure and their parents' goal orientations" (p. 433). The direction of influence from parents on children and from children on parents was viewed as an important concern for future studies (J.-I. Kim, Schallert, & Kim, 2010).

South Korean families strongly value the nation's education system, and parents are committed to providing their children with education (Ellinger & Beckham, 1997). This value can be seen as a positive part of the country's success, yet a better understanding of the South Korean children's values in education, personal motivations, and parental beliefs is needed. Motivation and Self-Determination Theory in relation to students in South Korea is examined in the next section of this literature review.

Impact of Motivation and Self-Determination on Students

In addition to the vast achievement demands placed on students by parents, students' perceptions of self-efficacy can significantly impact their success in school. Bandura (1997) defined "self-efficacy" as "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" (p. 3). Schunk (1991) described academic "self-efficacy" as the belief in self-capability to complete given academic tasks at a desired outcome level (as cited in Bong, Cho, Ahn, & Kim, 2012, p. 337). According to Bandura, Park, and Kim, students with self-efficacy beliefs can develop cognitive skills, discipline themselves, and acquire the needed support from colleagues, teachers, and parents to reach higher achievement levels (as cited in U. Kim and Park, 2006, p. 289). U. Kim and Park (2006) stated that, in South Korea, "close parent-child relationship and social support were important factors in elevating adolescents' self-efficacy, achievement motivation, and studying time, which in turn increased their academic achievement in subsequent years" (p. 291). U. Kim and Park (2006) suggest that South Korean students with a confident attitude and a strong self-image will expect more of themselves and their behavior will be more productive.

Self-efficacy, self-esteem, and self-concept, or perceptions of the self developed from experiences and criticisms from significant others, are important concepts to consider when determining students' academic motivation (Bandura, 1977; Bong, Cho, Ahn, & Kim, 2012; Schunk, 1991; Shavelson, Hubner, & Stanton, 1976). Rosenberg, Schooler, Schoenbach, and Rosenberg (1995) defined global self-esteem as "the individual's positive or negative attitude toward the self as a totality" (p. 141). More specifically, global self-esteem indicates "the general value that a person places on him- or herself *[sic]* and should be distinguished from appraisals of specific traits or abilities" (Suls & Krizan, 2005, p. 79). In a study of South Korean

adolescents' responses to the Motivated Strategies for Learning Questionnaire (MSLQ), Bong, Cho, Ahn, and Kim (2012) found that students' global self-esteem had a strong relationship with academic self-concept and academic self-efficacy in mathematics. Middle school participants' self-perceptions in mathematics better predicted their achievement level and test anxiety more than other subject areas (Bong, Cho, Ahn, and Kim, 2012).

Social Motivations

Various studies have determined that students' academic motivation is context-specific (Bong, 2004; Pajares & Miller, 1995), yet there are beliefs that students' motivations are also cultural (Bong, 2004; Bong, Cho, Ahn, & Kim, 2012). According to Bong (2004), "many teachers and parents still maintain the mistaken belief that student motivation is part of global personality traits and hence students are either motivated or unmotivated across all learning situations" (p. 287). Students' motivation in various situations is related to intrinsic or extrinsic motivation. According to Gagné and Deci (2005):

> Building on Vroom's (1964) expectancy-valence theory of motivation, Porter and Lawler (1968) proposed a model of intrinsic and extrinsic work motivation. Intrinsic motivation involves people doing an activity because they find it interesting and derive spontaneous satisfaction from the activity itself. Extrinsic motivation, in contrast, requires an instrumentality between the activity and some separable consequences such as tangible or verbal rewards, so satisfaction comes not from the activity itself but rather from the extrinsic consequences to which the activity leads. (p. 331)

In South Korea, students experience both intrinsic and extrinsic motivations in public and private education that impact their academic achievement. The students are committed to regular attendance in the public education system; their "daily attendance rates [in schools] are very high

(often 100%)" and school dropout rates are very low (Jang, Kim, & Reeve, 2012, p. 1178). The schools' focus on achievement and students' attendance is the basis of academic preparation (Jang, Kim, & Reeve, 2012 ; U. Kim, & Park, 2006). Participation in private education is also in high demand for South Korean students in order to prepare and motivate them for the university entrance examination (J. Lee, 2008; M. Lee & Larson, 2000). South Korean parents and students share a competitive nature and trust that attending private education courses will improve the probability for high achievement on the college exam and a successful career in the future (J.-H. Kim & Chang, 2010).

Students' internal and external emotions and stresses from peers, parents, and teachers regarding their educational progression have created a highly competitive climate throughout South Korea (Bong, 2008). The education system's competitive evaluation processes, absence of choice, and controlled opportunity for achievement have "negative motivational implications" for South Korean students (Bong, 2003; Bong, 2004, p. 295). South Korea's "high degree of standardization, intense focus on test preparation inside and outside of school, and extensive shadow education" can be destructive to students' motivation for academic achievement (Byun, Schofer, & Kim, 2012, p. 234).

Relational and social motivations often overshadow South Korean students' personal motivation for academic success (U. Kim & Park, 2006, p. 289). South Korean parents, teachers, and peers may have preconceived expectations for students such as opportunities in higher education, learning capacity, and achievement levels (Bong, 2008). In a survey of students' motivation for studying math, the National Center for Educational Statistics (2000) reported that 85% of South Korean students agreed it is to "enter a desired university" and 62% agreed that it is "to please their parents" (as cited in U. Kim & Park, 2006, p. 289). The external pressures

and expectations placed on students result in a range of students' feelings that are from assertive to weak. Bong (2008) found that South Korean high school students' "perceptions of what their parents expected of them wielded great influence on their motivation and self-regulation in school" (p. 211).

Personal Motivations

While South Korean parent-child relationships regarding education can serve as decisive factors in the students' educational success, students' personal determination and motivation in learning are critical attributes as well. Students' personal determination has been studied through the use of Self-Determination Theory (SDT). Reeve, Deci, and Ryan found that SDT presents the belief that "autonomy, competence, and relatedness are cross-culturally universal psychological needs that when nurtured by the social context, promote positive school functioning" (as cited in Jang, Reeve, Ryan, and Kim, 2009, p. 644). According to Deci and Ryan (2008):

> SDT assumes that people are by nature active and self-motivated, curious and interested, vital and eager to succeed because success itself is personally satisfying and rewarding. The theory recognizes, however, that people can also be alienated and mechanized, or passive and disaffected. SDT accounts for these differences in terms of the types of motivation, which result from the interaction between people's inherent active nature and the social environments that either support or thwart that nature. More specifically, resulting from empirical methods and inductive reasoning, the theory has proposed that all humans need to feel competent, autonomous, and related to others (Deci & Ryan, 2000). Social contexts that facilitate satisfaction of these three basic psychological needs will support people's inherent activity, promote more optimal motivation, and yield the

> most positive psychological, developmental, and behavioral outcomes (Deci & Ryan, 2000). (pp. 14-15)

In a study of the SDT perspective on South Korean students' experiences in the classroom, Jang, Reeve, Ryan, and Kim (2009) found that, like students from the United States, South Korean students excel from both psychological need satisfaction and autonomy-supportive learning conditions.

Levels of Satisfaction

Academic success in South Korea is viewed as a way to satisfy familial and societal obligations in addition to serving "as a means for personal achievement" (N. Park, 2005, p. 219). In a worldwide survey conducted in 2000 by the National Center for Educational Statistics (2000), 8% of South Korean students and 27% of American students "strongly agreed" that "enjoying life is more important than preparing for life" (as cited in U. Kim & Park, 2006, p. 289). Studies of life satisfaction have been conducted in order to better understand differences in cultural, social, and global perspectives (N. Park & Huebner, 2005). As an integral part of a person's well-being, life satisfaction can be defined as an individual's cognitive evaluation of his or her life (Diener & Diener, 1995; N. Park & Huebner, 2005). In a cross-cultural study of adolescents' life-satisfaction levels, South Korean adolescents reported lower satisfaction with their family, school, friends, self, and living environment and lower global life satisfaction than adolescents from the United States (N. Park & Huebner, 2005, p. 449).

While South Korean students are generally productive, they tend to lack satisfaction in their education (Jang, Reeve, Ryan, & Kim, 2009). As norms of public education in South Korea, students are pressured to achieve, encouraged to work with colleagues, and required to develop a "strong relational bond" in school (U. Kim, & Park, 2006, p. 290). In a cross-cultural

study of adolescents' daily experiences with schoolwork and leisure activities, M. Lee (1994) found that South Korean perceptions of schoolwork and homework are associated with high rates of boredom, increased negative emotions toward school, and decreased intrinsic motivation. According to Y. Lee (2010), school satisfaction issues in South Korea can be explained by "a high-pressure system that places heavy burdens on students; excessive competition for college entrance; long study hours as a result of academic competition; and a monotonous, teacher-centered instruction style that does not induce student motivation" (p. 389).

Many South Korean high school students experience "high levels of academic competition" as they are driven to enter the most "prestigious universities" (Hwang, Kim, Ryu, & Heppner, 2006, pp. 141-142). According to the South Korean Ministry of Education and Human Resources Development, this competitiveness may present unhealthy risks in adolescents' development, and it continues to be a concern of the South Korean government (as cited in Hwang, Kim, Ryu, & Heppner, 2006, p. 142). Lee, Lee, Ku, and Lee have reported the external and internal achievement pressures in East Asian adolescents result in "high rates of depressive symptoms, including dysphoric emotions, inability to concentrate, feelings of helplessness, aggressive impulses, loss of interest in life, . . . insomnia, changes in appetite, . . . and poor eyesight" (as cited in M. Lee & Larson, 2000, p. 250). In a cross-cultural study of rates of clinical depression among adolescents, M. Lee and Larson (2000) "suggest a set of components, including negative emotion during schoolwork and limited time in active leisure, that appear to be related to the greater rates of depression among Korean adolescents" (p. 267). Although reducing the amount of studying or increasing "rates of active leisure" for South Korean students may be desired, the country's current education system and cultural values do not allow adolescents the ability to change their educational structure without "facing major life

consequences" (M. Lee & Larson, 2000, p. 268). This chapter concludes with a summary of the review of literature related to globalization, education systems, parental educational pressures, and students' academic motivation and determination perspectives in South Korea.

Summary

The purpose in this review of literature is to develop a better understanding of the influences that contributed to South Korea's rapid development and to the nation's dynamic growth as a world leader in academic achievement. The review of literature is divided into five sections, indicating South Korea's economic and global history, global strength, education, family standards, and student motivations. The review begins with the nation's historical background and cultural values. South Korea's significant economic growth over the past 60 years has impacted the country's high value of education for all citizens (S. Kim, 2010; World Bank Group, 2013a). Although the country has experienced major modernization in the past few decades, the literature review shows that South Korea continues to follow the Confucian philosophy that values and emphasizes the importance of learning (E. Kim, Im, Nahm, & Hong, 2012; B. Lee, 2004; C.-M. Park, 2009). With Confucian foundations, South Korean families are committed to their children's educational achievement. The collective culture of South Korea has produced a large amount of well-educated workers throughout the country (Han, 1994; M. Kim, 2003).

Following a study of the fundamentals of South Korea's vast economic growth and philosophical values of education, this review identifies the impact of globalization on the nation's educational system. "Globalization" refers to the "political and cultural" transformations among global economies over the past two decades (Spring, 2008, p. 331). Globalization influenced the South Korean government to pair industrialization and education

together to further develop the nation (S. Kim, 2010). Many South Korean organizations adopted Western organizational practices as a result of globalization (S. Kim, 2010). The literature review next explains the shift from a more holistic knowledge base to an individual understanding; this has made a significant impact on education, as learning systems moved from centering on organizations to a focus on the individual. Following this shift to individualism in organizations, many South Korean organizations expect applicants for positions to already have individual mastery of knowledge and completion of higher education (S. Kim, 2010).

Following the evaluation of the connections between globalization and the educational shifts that have occurred in South Korea, this review examines the structures of public and private education systems within South Korea. The South Korean educational system has developed a highly competitive, educational society over the past 60 years (S.-Y. Lee, Hong, & Espelage, 2010). In South Korea, "public education" refers to education that transpires at all levels of regular schools and "private education" refers to education that occurs outside of the regular school times and days. Since the 1980s, competition for student enrollment in the "best" school has grown and promoted competition among parents of diverse levels of class and social status (K. S. Kim, 2004). Most South Korean students participate in both forms of education and perform well on academic tests, and the students experience pressure to achieve at high levels (C. J. Lee, Kim, & Byun, 2012; Mullis, Martin, & Foy, 2008; Organisation for Economic and Co-operation Development, 2010a, 2010b).

After reviewing the diverse nature of South Korea's public education and private education systems, this review examines the parental support and influences on students within South Korea. South Korean parents' commitment to education is one of the strongest in the world (Seth, 2002). South Korean parents may be influenced by Confucian ethics about

education and achievement for their children, and they invest a large portion of their income in their children's education (Han, 1994). According to Kang, the nation's "strong family-oriented status culture" forces individuals to make decisions after a reflection of their family members' values (as cited in D. Kim, 2002, p. 185). Students' experiences with parental support, achievement pressure, and classroom learning settings significantly impact their educational achievement outcomes (W. J. Kim, Kim, & Rue, 1997).

Lastly, this review examines the impact of students' motivation and determination in relation to their academic achievement. Relational and social motivations frequently offset students' personal motivation for academic success in South Korean public and private educational settings (U. Kim & Park, 2006). Although students are determined to achieve in their education, their life-satisfaction is influenced by other factors. South Korean students have reported low satisfaction with family, school, friends, self, living environment, and overall global life satisfaction (N. Park & Huebner, 2005), resulting in high rates of depression.

This review of literature identifies a lack of information and research that directly relates to South Korean adolescents' daily educational routines and internal and external educational outlooks and support systems. More in-depth information about South Korean adolescents' educational programs is needed in order to better understand South Korea's rapidly rising and globally successful educational system. Comprehensive studies of the nation's youth who are currently in the system and their perspectives of education are necessary. Although some studies of South Korean education systems exist, few studies focus on the South Korean adolescents' daily educational routines and internal and external educational influences. The research methods that were used to gain a better understanding of South Korean male adolescents'

internal and external pressures and determination for academic success are discussed in the next chapter.

CHAPTER THREE

RESEARCH METHODOLOGY

As developed in Chapters One and Two, students in South Korea exhibit an unusually high level of academic achievement (Bong, 2008; Hwang, Kim, Ryu, & Heppner, 2006; Jang, Reeve, Ryan, & Kim, 2009; U. Kim & Park, 2006; Seth, 2002). The purpose of this study is to explore South Korean male adolescents' daily educational routines and their perceptions of their internal and external educational support systems in relation to their academic achievement. From this study, educators, educational leaders, and global education critics may receive meaningful data and insights about South Korean students' academic motivations and determinations. I addressed the following research questions in this study:

1. How do South Korean male adolescents structure their daily educational routines?
2. How do South Korean male adolescents perceive their family influences relate to their academic achievement?
3. How do South Korean male adolescents perceive their internal and external influences relate to their academic achievement?

Due to the social, educational, and personal nature of the research questions, I used qualitative research methods for this study. Qualitative research originated from anthropological and sociological traditions and uses multiple perspectives from a variety of fields (Borg & Gall, 1989; Savenye & Robinson, 2005). Since qualitative research is interpretive and descriptive by

definition, I focused on the subjects and settings to collect data during this study (Savenye & Robinson, 2005). The research design, context, instrumentation, data collection methods, analysis methods, and limitations of this qualitative study are described in this chapter. Finally, I conclude with an overall summary of the research methodology.

Research Design

I designed a qualitative study to address the three research questions that focus on the structures of South Korean male adolescents' school days and role of their internal and external academic achievement pressures. Qualitative research approaches were appropriate for this study due to the educational and social nature of the data collected. According to Anderson (2010), "Qualitative research can sometimes provide a better understanding of the nature of educational problems and thus add insights into teaching and learning in a number of contexts" (p. 1).

I collected multiple forms of data during this study. Verbal and visual data were gathered more than numeric data; this is a characteristic of qualitative research (Devetak, Glažar, & Vogrinc, 2010). According to Patton (2002), "The quality of qualitative data depends to a great extent on the methodological skill, sensitivity, and integrity of the researcher" (p. 5). Qualitative methods were fitting for this educational research due to the complexities of the relationships that were studied.

Commonly, qualitative approaches are necessary for educational and social research in order to credibly recognize the causes that influence a specific outcome (Maxwell, 2012, p. 658). Qualitative research entails the "investigator to enter the lives of the persons being studied as fully and as naturally as possible" (Stainback & Stainback, 1988, p. 1). I designed this research to allow for experiences of personal interactions with South Korean students, parents, and

teachers. Due to the specific educational focus of this study, a survey was not applicable; personal interactions and observations were needed. According to Savenye & Robinson (2005), "The goal [of such a study] is to yield insight into human activities and opinions from the perspectives of the participants" (p. 68). The context of this research is described in the next section of this chapter.

Context

For this study, I reviewed the educational impacts on South Korean students at Saerom High School *(Saerom Godong Hakgyo),*[4] which was founded in 1954.[5] Located in Seoul, South Korea, this all-male school serves nearly 1,000 South Korean adolescents in their last three years of secondary school. I chose to perform the study at this school due to its location, permanence, and student population.[6] In 1954, the school had six classes; by 1977, it expanded to 37 daytime classes and 20 evening classes. The number of classes decreased in 2010 to ten classes per grade and remained at that size in 2013. Students who attend the high school are identified as being in their "first year," "second year," or "third year" of school. In 2013, 315 students were in their "first year," 320 students were in their "second year," and 340 students were in their "third year" at Saerom High School. The sampling process used for this research is described in the next section of this chapter.

Sampling

Qualitative studies require a flexible research design (Marshall, 1996). According to Marshall (1996), "An appropriate sample size for a qualitative study is one that adequately

[4] Name has been changed.
[5] Precise details about the school have been changed in order to preserve anonymity.
[6] By studying only male adolescents at one all-male high school, I avoided gender comparisons in this study.

answers the research question" (p. 523). I practiced judgment or purposeful sampling in selecting the sample for this study (Marshall, 1996). As the primary research instrument, I first determined that the proposed study was feasible. I visited seven educational institutes and spoke with over twenty educators and educational leaders throughout Seoul, South Korea in order to identify a school that was willing to participate in the study.[7] Specifically, I contacted middle schools and high schools throughout the area that serve students who participate in public education and a form of private education.

I selected Saerom High School for the study due to the school's location, grade-levels of students, and willingness to participate in this study. The principal at Saerom High School provided written permission for me to observe classes, review documents that were provided to me by students and teachers, and interview students and teachers during the regular school day as well as outside of the regular school day. The "first year" department chair and educator at Saerom High School worked with me to identify and select students who were willing to participate in this study. The "first year" department chair recommended student participants for the study based on their first semester exam scores and overall class rankings. Additionally, the

[7] In my search to identify a school willing to participate in this study, I spent three months contacting school administrators throughout the greater Seoul area. Although many school administrators and teachers were interested in this study, no schools were willing to commit to this study via e-mail or telephone. School administrators were hesitant to commit to this study due to my non-Korean ethnic background, my lack of Korean language skills, and my request to observe students in the classroom during teachers' instructional times. I decided to try meeting in-person with school administrators, and I spent one week visiting schools in Seoul in an attempt to gain permission to work with students, parents, and teachers from one school. I identified Saerom High School as the best-fitting candidate for this study. The principal of Saerom High School formally allowed me to observe instructional classes, collect data, and speak with teachers and students at the school. After one month of additional preparation, I conducted research at Saerom High School for this study over the course of one week.

"first year" department chair and educator assisted me with coordinating all school visits, classroom observations, and interviews.

For this qualitative study, I worked with a small sample of students. I studied the daily schedules and external and internal educational pressures of four students from Saerom High School in order to gain an in-depth understanding of students' influences in academic achievement. Since the study was performed at Saerom High School, all of the students were male. Criteria for participants in this study included the identification of students of similar ages, in the same school grade-level, and from various areas of academic interest and ability (see Table 3.1).

Table 3.1

Student Participants' Age, Planned Major, Achievement Level, and Year in School

Name	Age	Planned major	Achievement level	High school year
Chulju	17	Humanities	Slightly above average	First
Donghyun	18	Humanities	Slightly above average	First
Jaemoon	17	Engineering	Highly above average	First
Sangjin	17	Humanities	Highly above average	First

Note. Chulju, Donghyun, Jaemoon, and Sangjin are pseudonyms for the actual students studied. These pseudonyms will be used throughout this dissertation.

All of the student participants selected for this study are in their "first year" of high school. The students' academic abilities were determined by the students' self-assessments, recommendations by teachers, overall class rankings, and semester exam scores in reading, math, and science. Two students selected for this study performed at a slightly above average achievement level,[8] and two students selected for this study performed at a significantly higher than average achievement level.[9] At Saerom High School, all students must select and follow an academic track that focuses on a major in natural science or liberal arts at the beginning of their

[8] Ranked within the seventieth percentile of the "first year" class.
[9] Ranked within the ninetieth percentile of the "first year" class.

"second year" of high school. For this study, students' academic interests were based on each student's anticipated major at Saerom High School. I selected students with diverse interests within the majors. One of the students planned to major in natural science, focusing on engineering, and three of the students planned to major in liberal arts, focusing on humanities, during their "second year" of high school (see Table 3.1).

The "first year" department chair and educator at Saerom High School collaborated with me to identify students who met the criteria for the study and were willing to be participants in the study. I explained the rationale, purpose, and goals for the study to each of the possible participants, and each agreed to participate. The four student participants were born and raised in Seoul, South Korea and have participated in the South Korean public and private education systems throughout their lives. The parents of Jaemoon and Sangjin, the two students identified as performing at a high achievement level, also agreed to be participants in the study. Additionally, two of the "first year" English teachers at Saerom High School, Mr. Kim and Ms. Lee, agreed to participate. Since Saerom High School is an all-male school, these teachers have all boys in their classes. The instrumentation used for this research is described in the next section of this chapter.

Instrumentation

I was the primary instrument for data collection and analysis in this qualitative study (Merriam, 1998). According to Patton (2002), "Generating useful and credible qualitative findings through observation, interviewing, and content analysis requires discipline, knowledge, training, practice, creativity, and hard work" (p. 5). By interacting with students, parents, and teachers, I participated in this study as a "human instrument" (Savenye & Robinson, 2005) that performed interviews and observations and reviewed documents to collect data.

Through interviews with the participants, I presented open-ended questions and follow-up questions in order to gain in-depth responses. Verbal responses were audio recorded and notes were taken. The interviews focused on academic routines, non-academic routines, educational perspectives, and rationale for academic achievement. I also spoke with all participants about their personal perspectives on South Korea's public and private education systems. While observing each individual student at school during regular school hours and outside of regular school hours, I documented detailed descriptions of behaviors, actions, and activities and recorded verbal and non-verbal responses. Through reviewing some of the students' journals and academic documents that the students chose to provide, I recorded excerpts from the documents that preserved the context. The data collection methods used in this research are described in the next section of this chapter.

Data Collection

Following approval by the Ball State University Institutional Review Board and the principal of Saerom High School, qualitative data were collected through interviews, observations, and document reviews at Saerom High School. I performed in-person interviews with four students, two parents, and two teachers. I formally interviewed the participants at least once during this study. For further analysis, I recorded and transcribed each interview. The two students that performed at a slightly above average achievement level chose to share with me their academic reports, journals, and documents related to their private education experiences. I reviewed these documents as well.

In addition to holding interviews and reviewing documents, I observed each student for five hours both at school during regular school hours and outside of regular school hours over the course of one week. I observed each student in his public education setting, regardless of

educational subject matter, during a regular school day. If the courses were taught in Korean, I audio recorded the courses and had the recordings translated to English. I also reviewed students' routines, interactions with peers and teachers, study habits, and educational focuses. I took field notes during these observations and transcribed them for further analysis.

The four student participants participated in private interviews with me in a reserved classroom at the school. I interviewed the two students who were identified as achieving slightly above average first. I then interviewed the two students who were identified as achieving highly above average. I interviewed the two teacher participants, individually, in a reserved office at the school. I also conducted a private interview with the two parents in a reserved office at the school. One parent chose to speak in Korean during the interview and a translator provided Korean-English translation services during this interview[10]. All of the interviews were recorded and transcribed for further analysis and each lasted approximately one and a half hours. The data analysis used for this research is described in the next section of this chapter.

Analysis

According to Savenye and Robinson (2005), qualitative studies are described as "interpretive and descriptive studies in which students and settings are not usually manipulated by the researcher. Issues of control are not as relevant as in experimental studies. However, issues of validity, credibility, or integrity are still important" (p. 67). I was aware of errors that could occur while I was collecting data. I ensured that the recorded data were accurate and valid as I generated results of the research. As the human instrument, I strived to analyze the data with as little bias as possible.

[10] I conducted all interviews in English. Sangjin's mother chose to use a translator during the interview and spoke in Korean throughout the interview. The translator transcribed her responses in English.

I used grounded theory in this study. According to Elliott and Lazenbatt (2005), "With its origins in sociology, grounded theory emphasises *[sic]* the importance of developing an understanding of human behavior through a process of discovery and induction rather than from the more traditional quantitative research process of hypothesis testing and deduction" (p. 49). Through my use of a grounded theoretical approach of analyzing the data, I reviewed the collected data throughout the research process and made adjustments to the study as needed. According to Glaser (1998), grounded theory involves "data collection, coding and analyzing through memoing, theoretical sampling and sorting to writing, using the constant comparative method" (p. 12). I began analyzing data as soon as it was collected and compared the data analysis of one set with another set of data analysis (Elliott & Lazenbatt, 2005).

I triangulated the data analysis through interviews, observations, and document reviews. My ongoing comparative analysis and data collection allowed me to identify data from this research that more accurately represents the "phenomena being studied" (Elliott & Lazenbatt, 2005, p. 50). I discussed the research intent with the participants and the value of their honesty throughout the study. I used analytic coding to review the data with the use of memos. According to Elliott & Lazenbatt (2005), "One reason why writing memos is considered important is that it encourages analysis that is grounded in the data because the researcher must consider how the codes and their properties relate to each other and provide evidence of this from the data" (p. 51). Through this data analysis, I developed rich descriptions regarding the South Korean male adolescents' daily educational routines and internal and external educational influences and discovered trends and gaps from these data. The study limitations of this research are described in the next section of this chapter.

Limitations

According to Patton (2002), "The credibility of qualitative methods, therefore, hinges to a great extent on the skill, competence, and rigor of the person doing fieldwork – as well as things going on in a person's life that might prove a distraction" (p. 14). Since I have educated South Korean students in American schools, and I have studied students' academic influences throughout my career in education, I brought personal biases regarding students' learning environments, personal motivations, educational resources, and parental influences into this study. I was aware of my personal condition and biases as a human instrument while exhibiting flexibility, insight, and ability to build on new knowledge (Guba & Lincoln, 1981).

I focused on four students, two parents, and two teachers in this study, which showed a small, in-depth glimpse of South Korean students' educational influences and pressures. The parents of the two students identified as achieving slightly above average declined the opportunity to participate in the study. While working with each of the participants, I recognized that the ability to generalize the perspectives of the students, parents, and teachers studied was not possible. Although the study was insightful, it did not provide enough information to develop generalizations.

My presence in the students' educational and private learning environments added some disruption and inconsistencies to the data. In order to observe the participants, record interactions and dialogue, and document behaviors, my presence was necessary as the primary research instrument. Authentic and genuine data were collected while I worked with each participant. Ensuring that the data from interviews and observations were honest and truthful required careful effort. The participants' primary language is Korean, and I conducted the

interviews with the participants in English. Due to this, there were some language limitations in this study.

Having lived and taught in Seoul, South Korea for over four years, I developed trust and credibility with the participants. My familiarity with the South Korean culture and sensitivity to the nation's values and norms made me an ideal person to perform this study. Although I could talk with the participants about my trust in them and their honest opinions for the study and build relationships with them, the participants' actual actions and reactions were out of my control. I conclude this chapter with a summary of the qualitative methods, design, context, sampling, instrumentation, data collection, data analysis, and limitations of this study.

Summary

The purpose of this chapter is to define the research methods and analysis system that I used in this study. I defined the purpose, design, implementation procedures, and analysis processes of this study in order to explore South Korean male adolescents' daily educational routines and internal and external educational influences. Qualitative research methods were used throughout the study due to the educational and social nature of the data. The next chapter describes the results from the data gathered from the participants, which includes insights from my interviews, observations, and reviews of academic-related documents. Although I described each participant's personal perspectives of academic achievement, motivations, and determinations in this study, generalizations could not be formulated due to the small sample size.

CHAPTER FOUR

RESULTS

According to U. Kim and Park (2006), "There is a high degree of agreement among adolescents, parents, and teachers about the value of academic achievement and how to attain it" in South Korea (p. 290). The purpose of this study was to explore South Korean male adolescents' daily educational routines and their perceptions of their internal and external educational support systems in relation to their academic achievement. This chapter includes descriptions of the participants, findings from my interviews and observations, and topics identified for additional study. The data are presented in themes based on recognized trends. I conclude this chapter with an overall summary of the research results.

South Korean Context

As mentioned in Chapter Two, the South Korean education system uses a 6-3-3 model with six years of elementary school, three years of compulsory middle school, and three years of compulsory high school. I gathered data for this study from students, parents, and teachers at Saerom High School in Seoul, South Korea, which serves students during their three years of high school. In addition to participating in the public education system, many South Korean students also partake in external academic programs through various forms of private education. The student participants in this study attended forms of private education that include

independent self-study sessions, study group sessions, and hagwon[11] sessions.

South Korea's rapid focus towards higher academic achievement may be associated with the country's distinctive cultural characteristics (C. W. Kim & Dembo, 2000). According to O[12], as education relates to upward social mobility in South Korea, the demand for "more educational opportunities" has increased (as cited in A. Kim, 2004, p. 128). Extraordinary parental support, achievement pressure, and classroom learning environments are controlling points in students' motivation and learning in South Korea. In Chapter Two, I noted that many South Korean parents believe that stressing and imposing education on their children will assist them in their children's educational successes (J.-K. Park, 2009). Participants in this study included (a) four "first year" male students: Chulju, Donghyun, Jaemoon, and Sangjin; (b) two parents: Mr. Choi and Ms. Oh; and (c) two teachers: Mr. Kim and Ms. Lee from Saerom High School in Seoul, South Korea (see Table 4.1).[13] The structure of each student participant's life is described in the next section of this chapter.

Table 4.1

Student Participants' Academic Level, Parent Participants, and Teacher Participants

Student	Achievement level	Parent	Teacher
Chulju	Slightly above average	-	Mr. Kim/Ms. Lee
Donghyun	Slightly above average	-	Mr. Kim/Ms. Lee
Jaemoon	Highly above average	Mr. Choi	Mr. Kim/Ms. Lee
Sangjin	Highly above average	Ms. Oh	Mr. Kim/Ms. Lee

Note. The parents of Chulju and the parents of Donghyun declined the opportunity to participate in the study.

[11] A private institution that provides supplemental school education to students.
[12] Single letter surname.
[13] Pseudonyms for all of the participants are used in this study.

Structures of Student Participants' Lives

All student participants in this study were born in Seoul, and Mr. Kim and Ms. Lee teach each of the student participants as "first year" students at the high school. As mentioned in Chapter Two, South Koreans' homogeneous society and shared cultural past unite the country as "one" (Shin, 2006; Watson, 2011). Student participants' gender, ethnicity, and school grade level did not differ in this study. Detailed descriptions of the student participants' educational backgrounds are provided in the following subsections, which are headed by each student's name.

Chulju

Chulju has lived in Seoul for most of his life. He is achieving slightly above average at Saerom High School. Prior to attending Saerom High School, he attended Saerom Middle School.[14] In 2012, Chulju lived in the United States for six months because his parents wanted him to learn English and attend an American school. He spent "a lot of time" with his friends and did not focus on his academic achievement while in the United States. Since returning to school in South Korea, he has found that "in this [South Korean education] system" he must study more than he had to study in the United States. Chulju believes that South Korean students' focus on education and study is a cultural trait of the country. He stated, "Studying is more like an effect in Korea. . . . All students have to study."[15]

Chulju leads a weekend[16] study group at Saerom High School where he shares his knowledge of math by teaching other students; he believes that this improves his math scores. I

[14] Name has been changed.
[15] The language of all quotations from the participants' interviews has been recorded verbatim to retain the authenticity/ originality/spontaneity of the text.
[16] Saturday and Sunday.

observed Chulju teach a one-hour-long calculus lesson to four students; each were engaged in the lesson. Chulju demonstrated master teaching techniques during this lesson by outlining the objectives, providing examples, and frequently checking for students' understanding of the subject matter. In addition to teaching lessons in the study group, Chulju believes that self-study sessions are beneficial for his academic achievement. He stated, "After coming to here [Saerom High School], I learned that we [students] have to study by ourselves. . . . Self-study is *best*, best way to study." In order to balance the use of both forms of studying, Chulju participates in self-study sessions after regular school hours each weekday at Saerom High School.

Donghyun

Donghyun has lived in the same area of Seoul since he was seven years old. He is achieving slightly above average at Saerom High School. Prior to attending Saerom High School, he attended Namsan Middle School.[17] Donghyun feels "forced" to study with his peers at the high school. He stated, "I don't have any pressure from teacher or parents, but *friends* study." Donghyun thinks that peer pressure causes him to believe that he *must* achieve at a certain academic level. In Chapter One, I mentioned that Hwang, Yang, and Shin believe that some students experience destructive thoughts when they do not meet their desired achievement level (as cited in S.-Y. Lee, Hong, & Espelage, 2010, p. 538). Donghyun believes South Korean students experience thoughts of suicide, depression, and anxiety. He explained that "suicide percentage is very high" in South Korea and is attributed to peer "study pressure" within the schools.

During the weekends, Donghyun attends the same weekend study group sessions as Chulju. Like Chulju, Donghyun teaches other students during study group sessions in addition to

[17] Name has been changed.

practicing during his own self-study times. Donghyun shares his knowledge of South Korea and Asia by instructing students about Korean history. Last semester, he performed well on the final exam in his Korean history class, and he proudly shared his academic transcript with me. He attributes his success on the exam to the time that he spent studying and teaching the subject matter during the study group sessions and stated, "study group is *best*." During each weekday, Donghyun participates in self-study at Saerom High School, but he believes that his participation in the study group is more beneficial for his academic achievement than attending cram schools or hagwons.

Jaemoon

Jaemoon has lived in Seoul for most of his life. During elementary school, Jaemoon lived in the United States for two years because his parents wanted him to learn English. He is achieving highly above average at Saerom High School. Prior to attending Saerom High School, he attended Yongdong Middle School.[18] Jaemoon believes that the South Korean culture influences students to "go to a *better* university" than their parents. When Jaemoon's parents review his report card with him, they ask him about his academic progress and test scores. He stated, "They [parents] don't actually punish me [for poor academic performance], but . . . just make me feel that I *really* have to do better."

Jaemoon attends hagwon on weekends with multiple students in lieu of study group sessions with Chulju and Donghyun. Within hagwon, Jaemoon receives instruction in math, English, Korean, and science. Jaemoon believes that students who only use public education "*won't* succeed [academically]" in school. He stated:

[18] Name has been changed.

> It's hard because everyone goes to private education and they [students with private education] know *more* stuff . . . stuff you would learn about in the next grade. They [students with private education] just learn it already and . . . get more good grades.

In addition to attending hagwons during the weekends and self-study sessions during the weekdays[19] at Saerom High School, Jaemoon works with a private tutor on English and math at his house for two hours on two weekday evenings per week. Jaemoon feels academic pressure from his peers, teachers, and parents every day. This pressure may affect Jaemoon's decisions regarding the length of time he chooses to spend studying to be more academically competitive amongst his peers. He believes that the parents' role in their children's education is to financially support public and private education. He stated, "They [parents] *make* you study. . . . Sometimes they encourage you, . . . sometimes get mad at you, but it's a *good* thing."

Sangjin

Sangjin has lived in the same area of Seoul his entire life. He is achieving highly above average at Saerom High School. Prior to attending Saerom High School, he attended Saerom Middle School. Sangjin believes that South Korea's rapid economic and industrial growth has caused the country's educational system to focus on "*more* times for study" and is "*very* stressful for students." He stated that he feels pressure to achieve highly in academics every day. Sangjin internalizes his parents' reactions to his academic progress and test scores, explaining to me that his parents "just *gaze*" at him when they review his report card and grades. He stated, "They [Sangjin's parents] don't talk that 'you're bad.' They do not blame me. I can *feel* their anger from their eyes." Although Sangjin feels academic pressure from external sources, he also

[19] Any day of the week except Saturday and Sunday.

believes that his family members and teachers support his academic determination. He stated, "I make my [educational] plans, my goals, and just follow it."

Like Jaemoon, Sangjin attends hagwon with multiple students each weekend. Within hagwon, Sangjin receives instruction in math, English, Korean, science, and language arts. He likes attending hagwon, especially the math component, because he enjoys his teacher. Sangjin shared with me that he believes that South Korean parents experience peer pressure regarding their children's use of private education. He stated, "When some parents send their kids to private education, other parents feel like they *have* to send their kids [to private education]." Sangjin finds that his parents do not encourage him to participate in private education, but he believes that he needs it because he learns more in private education settings. While attending hagwons during the weekends and self-study sessions during the weekdays[20] at Saerom High School, Sangjin attempts to learn "*more* than the book." He reached his academic goal in 2013 and was awarded a seat in a study room that is especially for the top 28 "first year" students at Saerom High School. Teachers select the top 28 academic achievers in the class, which is slightly less than the top 10% of "first year" students, by evaluating test scores, attendance, academic growth, and participation. Sangjin participates in self-study at Saerom High School during each weekday, but he believes that his attendance at hagwon during the weekends is imperative to remain academically competitive among his peers.

Parent Participants

I collected data from the participants through interviews, observations, and reviews of documents while at Saerom High School. The parents of the two students who were identified as having highly above average academic achievements participated in the study. These parents

[20] Any day of the week except Saturday and Sunday.

were eager to share their child's academic successes with me. The parents of the two students identified as achieving slightly above average, Chulju and Donghyun, declined the opportunity to participate and stated to their children that they were "*too* busy" to join the study.

These data may suggest that parents of students who achieve lower than highly above average are embarrassed of their children's academic achievement level, do not want to talk about their children's education, or do not have the time or resources to assist their children with additional educational support. Chulju finds that his parents prefer that he spend more time resting instead of studying, and Donghyun believes that his parents do not have interest in his education. Regardless of the amount of additional parental involvement in their educational programs, each of the student participants follows the same rigorous educational routine at the school during the daytime and on weekdays. Student participants' daily weekday schedules are described in the next section of this chapter.

Weekday Schedules

Saerom High School's regular weekday schedule begins at 7:00 a.m. and ends at 11:30 p.m. (see Table 4.2). Students attend classes and study sessions, eat lunch and dinner, and perform in mandatory daily cleaning tasks at school. Each student participant spends at least 14.5 hours at school each weekday. Saerom High School's morning and afternoon routines are similar to those of other South Korean high schools. Independent self-study time in the evening is a unique addition to this school's weekday schedule.

Table 4.2

Saerom High School's Weekday Schedule

Time	Schedule
7:00 a.m.	School campus opens
8:00 a.m.	First of seven class periods begins
11:50 a.m.	Lunch
12:40 p.m.	Classes resume
2:30 p.m.	Mandatory cleaning of the school
3:00 p.m.	Classes resume
3:40 p.m.	End of seventh class period
3:50 p.m.	Timed/Supervised self-study begins
5:40 p.m.	Dinner
6:30 p.m.	Independent self-study officially begins
10:00 p.m.	Independent self-study officially ends
11:30 p.m.	School campus closes

Note. This schedule reflects the regular school year schedule.

During weekdays, the student participants are at school for at least two-thirds of their waking hours and spend more time with their peers and teachers than with their families. Students influence their peers' motivation to achieve highly by spending long hours at school. Jaemoon feels pressure from fellow "first year" students to study more each day. He stated:

> Some kids say that they've *already* done things you learn at second grade or third [grade].[21] When I hear it, it feel like I am *never* going to win then if I stay like this [current study amount level]. So, I have to do what they've done so to have a *fair* fight.

Jaemoon's comments illustrate the notable amount of peer pressure to succeed in South Korea's education system. Students compare their weekday and weekend study hours and educational competencies with those of other students, and students' parents compare their children's school achievement levels with other students' levels. Chulju, one of the student participants, believes that these comparisons are a result of "environmental" pressure, and parents feel forced to

[21] In reference to first, second, and third grade-levels in high school.

encourage their children to compete with other students in order to succeed and gain admittance to university. He stated that parents say, "Your friend study hard. So, he take a higher score than you. So, . . . you have to study *only* like this." Students increase their amount of study time or use of private education programs to try to gain higher academic rankings among their peers.

Student participants' weekday study schedules are rigorous (see Table 4.3). Student participants identified as achieving slightly above average partake in independent self-study at school until 11:00 p.m. These students study one hour more than students identified as achieving highly above average who stay at school until 10:00 p.m. each weekday. These students also spend more time studying in their homes before school begins and after their independent self-study sessions each day.

Each student participant's use of private education is unique. Unlike self-study and study group sessions, hagwons and other forms of private education require parents' financial support. This limits the type of student clientele who receive additional academic support outside of the public education system. These data may indicate that parents' socioeconomic status in South Korea may be related to the level of advantages the students have in their academic efforts. Each of the student participants study during weekends, as well.

Table 4.3

Student Participants' Time Spent Studying and Sleeping Each Day

		Achievement level			
		Slightly above average		Highly above average	
Type of day*	Activity	Chulju	Donghyun	Jaemoon	Sangjin
Weekday	Independent self-study	4.5	4.5	3.5	3.5
	Additional study	2.5	2	2	1
	Sleep	5	4	6	6
Weekend	Study group	11	11	-	-
	Hagwon	-	-	9	7
	Additional study	2	2.5	-	-
	Sleep	5.5	6	9	12

Note. I collected all data for this table from interviews with student participants. Students begin independent self-study at Saerom High School at 6:30 P.M. each weekday. Students spend additional time studying before school and after independent self-study sessions at the school. During weekends, the student participants identified as achieving slightly above average attend study group sessions at Saerom High School. The student participants identified as achieving highly above average attend hagwon within the private education systems during the weekends.

*Hours spent each day.

Weekend Schedules

Student participants' use of private education systems and participation in weekend activities differ among students (see Table 4.3). The student participants identified as achieving slightly above average spend at least 11 hours each Saturday and Sunday with their student-led study group at Saerom High School. The study group consists of ten "first year" students who want to improve their grades in school and gain acceptance into a university. As mentioned earlier in this chapter, Chulju is the student leader of the weekend study group and believes that universities will recognize students' academic efforts in the study group throughout their three years at Saerom High School. Chulju is eager to attend university and stated that the university officials will see that he created a weekend study group and that "We [students] studied *so* hard, so please, please, . . . please choose me [Chulju] to go to university."

The students in the study group follow a comprehensive study plan. The school's administrators allow the students to meet in an unsupervised classroom where they have access to the chalkboard, computer display system, and Internet to assist them during their weekend study sessions. The students follow their precise, self-created study schedule each Saturday and Sunday; the schedule is posted on their study group's website. The carefully observed schedule includes independent self-study, student-led lessons, and short study breaks. Although an adult does not supervise the students during these study times, teachers check on the students' progress throughout each weekend day.

Student participants identified as achieving highly above average attend hagwons in lieu of study groups during the weekends. Unlike student participants in the study group, student participants in hagwons must pay fees to attend classes. The students' parents pay these fees. In Chapter Two, I cited that South Korean parents "'invest' a large portion of their income" toward their children's education (J.-K. Park, 2009, p. 51). Jaemoon attends hagwon for additional coursework in math, science, English, and Korean. He believes that his parents show their support by allowing him to go to the private education classes and stated, "They pay *all* of the money [for public and private education]."

Educators in hagwons are certified teachers and provide instruction through whole-group teaching methods. The students are in classes of 30-40 students. The student participants identified as achieving highly above average spend at least seven hours each Saturday and Sunday at hagwons (see Table 4.3). These data may suggest that more focused, exam-based educational support provided to students may increase their academic rankings in school. The student participants' class rankings may be influenced by the students' methods of studying.

As mentioned in Chapter Two, South Korean students focus on standardized testing, memorization, and private education to improve their academic performance in school (C. J. Lee, Kim, & Byun, 2012). Supplemental instructional supports are offered in multiple subject areas in hagwons. The student participants in this study focused primarily on math, science, and foreign languages. The hagwons' teachers plan classes and provide students with study schedules to prepare them for the college entrance exam. Jaemoon believes that he must attend hagwon in order to go to university and stated, "If you want to go to college, you *have* to do it [private education]."

All of the student participants in this study plan on attending university upon graduation from Saerom High School. Student participants identified as achieving slightly above average spend more time studying and partake in a different form studying than students identified as achieving highly above average (see Table 4.4). This may indicate that student participants who achieve slightly above average are motivated to study more to attain higher scores in order to compete with their higher-ranking peers. Donghyun, one of the student participants, believes that the "culture " of South Korean high schools forces him to study, and he stated, "I try to sit [and study in the classroom] *many* times." Despite his efforts to study, Donghyun finds that his scores are "*not* enough" for him in school.

Table 4.4

Student Participants' Total Time Spent Studying During Weekdays and Weekends

	Achievement level			
	Slightly above average		Highly above average	
Type of day*	Chulju	Donghyun	Jaemoon	Sangjin
Weekday	7	6.5	5.5	4.5
Weekend	13	13.5	9	7

Note. I collected all data from interviews with student participants. The amount of time that students spent studying during each weekday is a combination of students' independent self-study time at Saerom High School and the students' additional studying practices before and after school at their homes. Student participants who study in a study group meet at the high school for unsupervised study time each Saturday and Sunday. Student participants who study at a hagwon or private education institute attend classes with other students to receive additional academic instruction from certified teachers each Saturday and Sunday. The amount of time that students spent studying during each weekend day is a combination of students' time at their hagwon or with their study group and the students' additional studying practices at their home.

*Hours spent each day.

Sleeping Patterns

In addition to students' use of time to study, students also need time to rest. According to Yang, Kim, Patel, and Lee (2005), sleep deprivation can impact South Korean adolescents' attitude, academic achievement, and well-being. Student participants identified as achieving highly above average spend more time sleeping each day than students identified as achieving slightly above average (see Table 4.5). These data may indicate that student participants who achieve slightly above average do not sleep as much as their peers in order to study more to increase their academic class rankings and prepare for the college entrance exam. These student participants focus their studying efforts on independent self-study sessions and do not attend hagwons, however.

Table 4.5

Student Participants' Total Time Spent Sleeping During Weekdays and Weekends

	Achievement level			
	Slightly above average		Highly above average	
Type of day*	Chulju	Donghyun	Jaemoon	Sangjin
Weekday	5	4	6	6
Weekend	5.5	6	9	12

Note. I collected all data from interviews with student participants.

*Hours spent each day.

As mentioned in Chapter Two, students' intense focus on academics leaves them little time to sleep. The slogan "Pass with four, fail with five" serves as a reminder to South Korean high school students that they should not sleep more than four hours a day in order to pass the university exam (M. Lee, 2003; M. Lee & Larson, 2000). Although the student participants' amount of sleep varies per student, all of the students expressed their feelings of constant fatigue. The student participants each sleep four to six hours each weekday. Sangjin, one of the student participants, stated, "I just want to sleep . . . all day." Sangjin believes that he should sleep more but knows that he must limit his amount of sleeping time in order to remain academically competitive among the other "first year" students.

In addition to managing time to study and sleep, students must take time to consider their future plans. As mentioned in Chapter Three, student participants' academic interests are based on their planned academic major during their "second year" at Saerom High School. At the end of the students' the "first year" at Saerom High School, they must determine a career field that they plan to pursue and align an appropriate major with their planned career, either natural science (engineering) or liberal arts (humanities). The student participants' planned career fields are different, but three of the four students selected a career within the humanities major (see

Table 4.6). These data may indicate that student participants are more interested in careers related to a humanities major to avoid the high peer academic competition in math and science, and students may prefer a shift in academic focus to be more distinctive from their peers. Chulju, one of the student participants, stated, "Mathematics are very hard to study." The educational environment throughout Saerom High School is described in the next section of this chapter.

Table 4.6

Student Participants' Planned Major and Career Field

	Achievement level			
	Slightly above average		Highly above average	
Planned areas of study	Chulju	Donghyun	Jaemoon	Sangjin
Major	Humanities	Humanities	Engineering	Humanities
Career field	Journalism or education	Business administration	Science and economics	Sales management

Note. I collected all data from interviews with each student participant. Students will pursue a major area of study during their "second year" at Saerom High School. Their major relates to the career field that they plan to pursue after attending university.

Educational Environment

The South Korean education system evolved over the past 60 years to try to better meet students' needs. When Jaemoon's father was a student at Saerom High School thirty years ago, there were about 60 students in one classroom with one teacher, and all students were taught at the same level. He explained, "Nowadays, we *separate* the students: higher level, middle, lower level, in subject, in main subject . . . but, at that time, total one kind." Currently at Saerom High School, the average class size is 35 students, and the students are divided in classes based on their academic abilities. I reviewed students' class schedules at the school. Ms. Lee explained that formative assessments and performance tests are administered four to five times per year,

and the students are divided into classes by their test scores in order to allow them to succeed at a level and pace that is best for them.

South Korean education systems are shifting their focuses from solely educational achievement goals to students' mental, academic, and social needs. Saerom High School takes pride in mentoring and counseling students throughout their high school careers. According to Mr. Kim, teachers at Saerom High School attempt to build supportive bonds with their students. I observed teachers talking with their students outside of class about their studies and their day on a regular basis. Since Sangjin began attending this high school, his mother has seen a significant change in her son's personality and academic motivation; she explained, "He is, right now, much more comfortable about his future…with *self-reliant* study model." Based on my observations, teachers provided motivational support to the students, patted them on the shoulders, and checked the progress of their studying on a regular basis during the regular school day and self-study sessions.

Emphasis on Mathematics

Through interviews with student participants and their parents and teachers, I discovered that all student, parent, and teacher participants believe that math is the most difficult subject in the South Korean education system. The rigorous math curriculum may cause students to believe that they must participate in private education in order to maintain the same knowledge base as their peers. Mr. Kim believes that about half of his students attend hagwon for additional classes, mostly in math. He finds that there is an emphasis on math in South Korea because the high school math curriculum "covers almost *every* part of algebra, geometry, and trigonometry." Mr. Kim stated:

> It's *really* tough to do well in all of those different parts [algebra, geometry, and trigonometry] . . . it requires . . . lots of study after the regular school is over. I think it's wrong to demand that much time to each student, but it's like that so students have *no* choice but to follow.

South Korean eighth grade students ranked first in math on the 2011 TIMSS (Provasnik et al., 2012). The student participants study math with various methods. Jaemoon and Sangjin attend hagwon for math and Jaemoon has a private tutor for math twice a week. Both of these students rank highly above average among students at Saerom High School. Their use of private education may influence their high math scores. Jaemoon, however, finds it difficult to succeed in math because he did not attend hagwon in middle school and stated, "Students go to private education and other facilities in middle school. They *already* know what we're going to learn. They've done it already before we even started. So, it's *really* challenging to get better grades than them."

Donghyun and Chulju focus on math through self-study. Chulju explained that his math scores do not improve despite his studying. Donghyun's parents want him to go to hagwon for math, but he does not want to attend and participates in self-study sessions instead. As mentioned in Chapter Two, Bong, Cho, Ahn, and Kim (2012) determined that students' self-perceptions in mathematics were the most telling of their achievement and test anxiety more than in language arts. All of the student participants devote much of their time to studying math. They believe that math is the most difficult subject in which to compete and succeed.

Influences on South Korean Education

South Korea's education system is influenced by the South Korean culture and globalization. As mentioned in Chapter Two, Confucianism emphasizes education and learning.

South Korean parents place great importance on their children's academic achievements. Jaemoon's father referred to the importance of the college examination serving as a tool for universities to select the highest achieving candidates. He expressed that the historical practices of using exams to determine social status impacts South Korea's educational system and promotes competition towards university admittance. Participants' thoughts or beliefs regarding the influences of cultural values, levels of rigor, and emphasis on the college entrance exams are examined in the following subsections.

Impacts of Cultural Values

South Koreans' cultural value system emphasizes hard work and diligence, and this is reflected in the students' intensely felt need to succeed. I observed students' dedication to studying, noting that they spend at least 14.5 hours a day at school in order to improve their academic scores. Mr. Kim stated*:*

> Koreans, generally speaking, are diligent people, and if you're not diligent you're considered ill-natured or showing bad behavior, misconduct. So, it's against the norm of society, just by being a little lazy, negligent. . . . Most of the Koreans, we respect hard work and hardworking people by nature.

Mr. Kim related this hardworking spirit to the country's change in seasons and explained, "Looking at the climate in the peninsula, it changes with every season. In order to adapt to the changing weather, we have to go to constantly prepare something for the next season." Kim relates the seasonal changes to South Koreans' flexible and hardworking attitudes. The constant adaptation to changing seasonal patterns is emulated in the South Koreans' work ethic.

Respect for elders is also an important part of the South Korean culture. I witnessed the practice of respect for elders at Saerom High School. As students passed adults in the hallways

or in classrooms, the students stopped, bowed, and greeted the adults, including me. According to Mr. Kim, the country's respect for seniority "still exists in every corner of our [South Korean] society."

Seniority within the family structure is significant in the South Korean culture. Mr. Kim stated, "Fathers, and mothers, and parents, they still put most of their effort in raising their children properly." He finds that the effect of globalization and cultural values encourage families to focus on children's educational progress and preparation for their future. As mentioned earlier in this chapter, Jaemoon and Sangjin believe that the South Korean culture encourages students to go to a better university than their parents. Jaemoon's father and Sangjin's mother believe that their children should be properly educated in addition to displaying good character and respect for their elders in South Korea. Chulju explained that living was difficult for South Koreans during the 1950s and 1960s, and he believes that "they [the previous generation of South Koreans] just think only studying can help their living. Higher, higher, higher quality." Chulju believes that South Korean parents are motivated to help prepare their children for their future because they want their children to be more successful than they are.

Perceptions of Levels of Academic Rigor

South Korea's education system promotes university admittance. The student participants commented that they believe that the education system is more difficult now, in 2013, than in the past. However, teacher participants stated that the nation's focus on the college entrance exam was just as rigorous for them when they were high school students. Jaemoon believes that South Korea's economic growth caused education to become harder for current students, as compared to his parents' educational system 30 years ago. In contrast, Ms. Lee finds that South Korean high schools' focus on college entrance is the same in 2013 as it was when she

was in high school 20 years ago. Additionally, Mr. Kim does not see a change in the structure of the current school day from when he was a student 30 years ago. He stated, "The quality of study that they require for high school student hasn't changed. . . . They study English, and they study math." It may be difficult for current students to believe that the same educational focus was in place during their parents' generations because the current education system is extremely demanding of students.

Influences of the College Entrance Exam

The South Koreans' emphasis on university admittance impacts educational perspectives in South Korea. Jaemoon's father believes that the current system does not encourage students' educational motivation; he also believes that the government could influence changes in the educational system by shifting the current focus on the exam to a focus on individual student's needs. Similar to Jaemoon's father, Mr. Kim believes that colleges should change their expectations. He stated, "College exams are the main economic control. . . . College governs the lower education." Although South Korean universities primarily consider entrance exam scores for students' admittance, Mr. Kim explained that admittance norms for universities are slowly shifting to identify more well-rounded students. Chulju believes that he must have a variety of experiences listed on his academic record in order for universities to consider him as an exceptional candidate for their schools. Other countries' university admittance procedures or employers' candidate selection processes may influence this turn in South Korean universities' selection of students.

Impacts of Globalization on South Korean Education

As mentioned in Chapter Two, the South Korean economy continues to evolve, and the South Korean education system is influenced by the impacts of globalization on the nation. The

recognition of South Korea as an educational leader has also increased through globalization. Participants' perceptions of globalization's influence on South Korea's global leadership, emphasis on the English language, national motivation, and socioeconomic status in education are included in the following subsections.

Influences of Global Leadership

Globalization promotes shared international resources, including educational resources. Sangjin believes that globalization can "make connection between all countries." These connections promote national leadership throughout the world. Sangjin's mother explained that "global leadership" might help South Korea build a "competitive edge" and assist in improving the education system. The South Korean education system is constantly competing against other nations in order to maintain a high international ranking. Donghyun explained the effect of globalization in South Korea to be "why we [South Koreans] study."

Ms. Lee stated that globalization "is a process in order to increase the exchanges of natural and cultural resources." She believes that the exchange of cultural resources includes education and stated, "I remember, in your country [the United States], some of the educators tried to implement Korean education system." She explained that in addition to the United States, other countries study and attempt to emulate South Korea's educational processes and gain insights to the nation's educational success. According to Mr. Kim, "People living in Western countries or other countries, kind have started to get a better idea of the change happening to Korea. . . . After they became interested in economy, they started looking into other aspects of Korea . . . family values, the way we teach our children at home, or the way we teach our kids at high school." He explained that, as others have become interested in South Korea's

advances in student achievement, South Korean students must compete at higher levels to stay competitive.

The dynamic economic growth and international recognition of South Korea allowed for more educational opportunities, which in turn provided more employment opportunities. Jaemoon believes that South Koreans focus on getting good jobs through education. Jaemoon's father explained that industrialization impacted South Korea between the 1960s and 2000. He stated, "There are lots of chance and lots of jobs for education people, so people think more educated people get more chance to move up." Jaemoon and his father believe that as better employment opportunities are offered as a result of higher education, students are more encouraged to succeed in school.

The use of global education standards in South Korea expanded as a result of globalization. South Korea is an export-oriented country. Mr. Kim explained that "in order to do the marketing or selling goods, we [South Koreans] need to have a global standard of making things, doing things, educating people." This emphasis on education encourages national and global competition, which has helped the country become a global leader.

Emphasis of English Language

The student participants expressed that South Koreans have a goal that the current generation will be better educated than the previous generation, and this includes the expectation that students will learn to use the English language. According to Chulju, South Korean students "study English, so they can go to other country to work." Like other students, Chulju believes that it is important to learn English in order to prepare for his future. According to Mr. Kim, "Korean parents are very eager to see their child learn a foreign language, especially English. . . . They invest a lot of money and time these days. Even in the kindergarten, they teach English. . .

. It's crazy." All students at Saerom High School take classes in English. Jaemoon and Sangjin also take an English class at hagwon. Mr. Kim believes that people think that students need to learn English in order to be competitive. He stated, "Our education system makes our students suffer and compete more than necessary on little things like grammar." This academic rigor may allow students to succeed at higher levels than the prior generation of students.

Influences of National Motivation

South Korea is a small country with limited exports and a significant population. Globalization has encouraged even more competition among citizens to succeed within the country. Jaemoon's father believes that since the 1998 crisis, South Koreans focus primarily on "survival." Mr. Kim believes that many parents experienced poverty in South Korea until the 1980s and that they think about "survival," he also believes that getting a "good, solid job" is guaranteed by attending a "good university." This emphasis on "survival" may foster competition between South Korea's citizens. The nation's rapid economic progression over the past 60 years has influenced South Koreans' push toward academic excellence and higher education for their children. According to Sangjin's mother, "The nationwide emphasis on education makes me more motivated and competitive on my own child's education because I don't want my kid left behind." She wants to ensure that Sangjin will be successful in the future.

Jaemoon's father believes that South Koreans are motivated to achieve in order to maintain the feeling of stability. He explained that in 2000, "People lost the feeling of stability and . . . lots of parents think, 'Use my lots of ability to make my kids have more of a chance.'" South Korean parents feel responsible for their children's success in life and most parents focus intensity on their children's education. Ms. Lee believes that an individual's amount and level of education influences his or her status in society and that education can serve as a social tool to

provide people with more opportunities. She stated, "If they [South Koreans] study hard and go to a good university . . . they choose to get a better job . . . they can get a lot of money, and then, if even though their parents are poor, they can lead better lives."

Impacts on Socioeconomic Status

The socioeconomic status of individuals may impact their accessibility to various forms of education. Ms. Lee compared her current teaching position at Saerom High School to her previous position at a private high school in Sodong,[22] known as a wealthy area of Seoul. She explained, "The atmosphere is very different. I think it's because of their economy and their parents' educational grades." Ms. Lee believes that family standards also differ and stated, "Most of them [parents in Sodong] are rich, so they think going to college is natural. Almost no one tell their kids, 'Oh, you don't need to study in the university.' No one. But here, I'm not sure. It depends on their parents." She believes that parental influences toward education differ between social classes in South Korea.

South Koreans' concentrated educational focus forces current students to partake in intense academic studies. Mr. Kim believes that this is the most important part of "family values" and stated, "Students learn it from when they were young, probably from their parents one way or another that includes: hard work, hardworking spirit, diligence, and competitive study, good college, all of those Korean stuff." As mentioned earlier in this chapter, private education providers require compensation for their services. South Korean families invested nearly one-third of their income on private tutoring for middle and high school students in 2003 (C. J. Lee, 2005). As mentioned in Chapter Two, Bong (2008) found that "Korean parents perceive a strong link between educational qualifications, public recognition, and social

[22] Name has been changed.

accomplishment, and, in turn, pressure their children for higher attainment at school" (p. 196). The data from this study may indicate that students' socioeconomic status influences their accessibility to various forms of private education.

Perspectives of Public Education and Private Education

The South Korean public education system provides students with instruction in a broad range of subjects. Private education offers additional instructional services, which may provide a supplemental curriculum. Based on my interviews, all participants believe that both forms of education are needed in South Korea, and the use of public education and private education encourages competition among the nation's students and parents. Sangjin believes that private education is needed, but public education is more important. He explained, "In public education, they teach the students stuff that is only in the book, and private education, they teach us more than the book." Sangjin's mother agrees with her son's beliefs and finds that education should be based on public education but believes that students learn more in private education at times. Based on Sangjin's regular attendance at hagwon each weekend and on his high academic ranking in school, his achievements are impacted through his participation in private education. Participants' thoughts and beliefs about South Korean educational school competition, teaching methods, internal motivations, external supports, and parental involvement are described in the following subsections.

Competition between South Korean Schools

"Education fever" has expanded throughout the country, and competition between schools has increased. In addition to the use of public and private education systems in South Korea, Mr. Kim believes that educators must be aware of the "competitive atmosphere" among high schools and assist students with their educational progress. Schools compete to gain and

maintain enrolled students. As a teacher, Mr. Kim feels pressure to educate students at a certain level despite the lack of a national criterion. Each year, the South Korean government selects certain schools and grade levels to participate in national performance tests. When the tests are scored, the results are shared with parents who may reconsider which school is best for their children. The value of a school is based on students' academic achievement scores. This scoring system promotes competition between South Korean schools, students, and parents.

Teaching Methods in South Korean Education Systems

Teaching methods in private and public education impact South Korean students' academic interests and achievement. Chulju finds that public education assists him in improving his studying techniques and provides him with specific support in various subjects. While public education provides students with adequate instruction, many students use private education as well in order to get ahead of their peers. Ms. Lee finds academic achievement differences in her classroom between students who participate in private education and students who do not participate in private education. While speaking about students who participate in private education, she stated, "They understand very well, and they answered my question better than other kids." These students use private education to supplement their learning objectives in public education, and teachers recognize students' academic growth due to their additional educational services.

Although students who participate in private education may be more academically successful, some students do not agree with the current educational system's arrangement. Jaemoon, who attends hagwon regularly on the weekends and has a private tutor twice a week, believes that the education system should allow students more freedom. Referring to this freedom, he stated, "Do what you want to do. Learn what you want to learn." Jaemoon believes

that the current education system does not allow innovation and creativity. Sangjin's mother believes that her son does not like the current Korean education system despite his regular weekend attendance at hagwon because he considers it "suppressive and focused only on rote learning." Jaemoon finds that South Korea's education system is not effective for the current generation of learners and explained:

> No other country should follow us because it makes students study hard, but they also feel more stress . . . All of us don't like the education system here, so if other countries try to follow our education system, they shouldn't. They never should.

Internal Desires for Private Education

Based on the interviews with the participants of this study, I discovered that all of the participants believe that public education is most important in South Korea, but they identify a need for private education as well. Sangjin believes that South Korean parents and students are used to attending some form of private education and that makes them feel "unsatisfied" with only a public education. If students need support in a certain subject, Ms. Lee believes that private education is appropriate. She explained, "In Korea, it's [the South Korean education system] a little bit weird. Private education cannot disappear in Korea."

South Korean students' workload from public education significantly increases from primary to secondary schools. Although public education provides continuous instruction in various curricular areas, private education affords students with academic supports in specific, desired subjects. Jaemoon explained, "In private, you just only do what you have to do and go." Sangjin's mother used to help her son with his studies in elementary school but found it to be too difficult for her to assist him with all of the subjects in middle school. She wanted to ensure that

Sangjin was able to continue to excel in school at the same rate as his peers. She stated, "I had no choice but to give him chance to study more at the private institute."

Private education in South Korea focuses primarily on preparing students for the college entrance exam. According to S. Kim and J.-H. Lee (2001), "In 1980, the government prohibited private tutoring outright. However, the practice of private tutoring has increased continuously, and it became a more serious social issue" in South Korea (pp. 3-4). Chulju believes that teachers in the private education field promote private education for students to improve their academic scores and stated, "Public schools say we don't need to go to academic [private education], and teachers in academic . . . say we need to go."

External Promotion and Support of Private Education

South Korean private education systems market their programs on television, on the Internet, on billboards, and in newspapers; these advertisements constantly remind people about the importance of private education. When Jaemoon's father was a high school student 30 years ago, all students started at the "same [academic] condition." He believes, however, that the current education system has allowed private education to significantly grow, and he sees this as unfair to some students. Jaemoon's father finds that "nowadays, parents' ability and monetary ability and the ability to find something" impact their children's education and "students start not together, from different conditions." According to Mr. Kim, "People [South Korean parents] are kind of brainwashed. They finally . . . conclude that it is necessary . . . to send my [their] kids to hagwon."

Families' financial resources are a factor in determining the amount of private education students receive. Ms. Lee states, "Usually, parents want to give students money to buy many books and money for study and register fee to hagwon." Mr. Kim believes that hagwon is the

primary "issue" in private education and explained, "Hagwon is a big industry here, which is very commercial. . . . Their purpose is to make profit out of running their organization." Sangjin explained that his family financially supports his attendance at private education and stated, "Every people who live in Korea say, 'You have to study.' They don't know why. . . . I don't know why." Although Sangjin does well in school, he feels that he must try harder to improve his achievement scores and that private education assists him with achieving his "dream."

Mr. Kim finds that some private education is needed for South Korea's export-oriented society, but "too much energy" is placed in this area. He explained that "If each individual student at the school spends time at school and does the study on their own, it doesn't take up extra time and extra cost for the students." Student participants from this study who participate in private education are frustrated with the amount of achievement pressure that they receive from the South Korean education system. Sangjin explained, "The Korean education system is not efficient. They just keep their students in school, and they think that it makes everything good, but it's not."

South Korean Parental Involvement in Education

As mentioned earlier in this chapter, South Korean parents often engage in conversations with their children about academic achievement. Ms. Lee finds that her students' parents encourage their children to get high scores and explained, "When they [her students] don't get a high score, the parents don't like. So, the parents usually scold them and want them to study harder." Jaemoon's father wants to help his son but must be careful when defining particular expectations for him. He stated, "I don't expect, and I can't expect. You [His son] should decide, and I can just help, but you should decide…you can enjoy. It's your position, and I don't want to push." Although Jaemoon's father believes that he cannot "expect" high achievement

from his son, he explained that he speaks "very carefully" with Jaemoon about how he can improve his academic scores.

Ms. Lee believes that parents drive the market for private education and explained, "Koreans, especially mothers, they really want their kids to do well in school, and they make kind of demand for private education." As mentioned earlier in this chapter, Sangjin's mother expressed that she generally feels some pressure to provide Sangjin with a form of private education. Mr. Kim explained that this pressure is from "mother instinct" and states:

> They [Mothers] always want their children to eat good, to be good, to study good, everything good with their children, right? Mothers sometimes cannot restrain themselves. They unconsciously push and push. They know that that's too much, but mother instincts force them to do that.

Jaemoon's father also believes that Korean mothers are very competitive about their children's achievements and stated, "I cannot feel the pressure, but my wife feels lots of pressure because usually mothers compare his [her] kid with others. So, usually mothers feel pressure." He finds that the mothers feel that their children's achievement is a reflection of them. Although the South Korea students' mothers may be competitive regarding their children's educational achievements, Mr. Kim deems it important for students to improve their relationships with their mothers and stated that he tells his students, "You got to compromise. Sometime you need to persuade your mother. Sometimes you need to listen to your mother." All of the student participants stated that their parents are involved in their education. I conclude this chapter with a summary of the results of the study that include the context of the study and the data collected from the participants.

Summary

The purpose of this chapter is to provide qualitative data from my interviews with the participants and observations in the school for this study to respond to my research questions. Students, parents, and teachers at Saerom High School in Seoul, South Korea provided insightful data regarding students' paths towards academic achievement and the use of public and private educational systems in South Korea. During the interviews and observations, I was able to obtain deeper and more intimate insight about the emotions, beliefs, and influences of the participants.

In this chapter, I combined specific data collected from this study with existing research data that were presented in the previous three chapters. I used the existing research data to support and inform the design of this study, and I illustrated many of the observations from previous researchers in this study. Several themes emerged from the collected qualitative data, which include:

Parental involvement: Student participants expressed their beliefs that parents pressure their children to succeed with their high expectations for academic success. All of the participants explained that mothers typically are far more involved than fathers in the education and achievements of their children.

Peer pressure and competitiveness: Student participants described several examples of being influenced by their peers to study long hours or achieve higher scores in school. All of the participants explained that students believe that they must constantly work "harder" to maintain the same academic success as their peers' achievements.

Dual education system philosophy: All of the participants expressed the need for students to participate in private education, in addition to attending public education systems, in

order to be academically successful. Student participants' participation in hagwons may indicate higher student achievement levels, while student participants' participation in student-led study group sessions may show higher student self-efficacy levels.

College entrance exam focus: Student participants stated that their academic focuses and planning in order to gain university admittance is stressful and tedious. All of the participants expressed their fears that this exam can negatively impact the social and emotional needs of the students.

South Koreans' educational value: Student participants explained their beliefs that the education system is more difficult and challenging in South Korea now, in 2013, than it was fifty years ago. However, parent and teacher participants believe that their individual educational programs in South Korea over twenty years ago were equally as challenging as programs now. All of the participants explained that education is a highly valued asset in South Korea and the main path toward economic success.

These themes show views of students' influences in the South Korean educational programs. I found the results of the study to indicate that South Korean adolescents' educational focuses are strongly influenced by their peers, their parents, their cultural beliefs, and themselves. The next chapter is a discussion of the results, implications for research and policy, and recommendations for further research from this study.

CHAPTER FIVE

CONCLUSIONS

This chapter includes (a) a summary of the study with findings from the results; (b) implications for research and policy; and (c) recommendations for further research. I compare my findings from this study with the literature that I included in Chapter Two.

Summary of the Study

Purpose

South Korea's public and private education systems are unique from education systems in other countries. Extraordinary parental support, cultural and peer pressures to achieve, and both public and private learning environments are instrumental in influencing South Korean adolescents' motivation for high academic achievement. The purpose of this study was to explore South Korean male adolescents' daily educational routines and their perceptions of their internal and external educational support systems in relation to their academic achievement.

Background

In Chapter Four, I cited that O found that the demand for "more educational opportunities" has increased with more upward social mobility in South Korea (A. Kim, 2004, p. 128). The use of private education systems, in addition to the use of public education systems, is growing throughout South Korea. As mentioned in Chapter One and Chapter Two, according to

Kim et al., the Korean Educational Development Institute (KEDI), classifies "public education" and "private education" in South Korea in the following way:

> 'Public education' means the institutionalized form of education that the state controls, including education in state, public and private schools at all levels. 'Private education' means those educational activities that occur outside the school in such forms as after-school day cramming lessons at home and in *haguon* [street cramming schools]. (as cited in K. S. Kim, 2004, p. 523)

The current generation of South Korean parents is determined to ensure that their children are prepared to succeed and achieve globally. According to Sorensen (1994), "Since Koreans also deem education to have intrinsic worth as a marker of social status, parents rarely leave educational success to chance: they subject their children to intense pressure to study" (p. 23). Students' diverse achievement goals from external and internal influences may foster their positive or negative motivational tendencies (Ames, 1992; Bong, 2008; Dweck & Leggett, 1988; Elliot & Harackiewicz, 1996; Pintrich, 2000).

Participants

I conducted this study at Saerom High School, an all-male school, in Seoul, South Korea. As a part of the public education system, Saerom High School follows the guidelines and regulations that are mandated by the South Korean Ministry of Education. Founded in 1954, Saerom High School serves students during their last three years of secondary school. In 2013, 315 "first year" students, 320 "second year" students, and 340 "third year" students attended the school.

I focused on "first year" students' daily educational routines and internal and external influences on their academic achievement. Four "first year" male adolescents participated in the

study; two students performed at a slightly above average achievement level, and two students performed at a high achievement level. The "first year" department chair's determination of students' achievement levels was based on an evaluation of students' self-assessments, recommendations by teachers, and standardized test scores. Additionally, I reviewed the students' academic interests and planned majors in the study. One of the students planned to major in natural science, focusing on engineering, and three of the students planned to major in liberal arts, focusing on humanities. The four participants were born and raised in Seoul, South Korea and have participated in the South Korean public and private education systems throughout their educational careers. In order to gain a well-rounded perspective of students' academic pressures, I included the parents of the two students identified as performing at a high achievement level (the other two parents declined to participate) and two of the "first year" English teachers at Saerom High School in the study. One of the English teachers also serves as the "first year" department chair.

Procedures

I designed a qualitative study to address three research questions, which focused on the students' daily educational routines and their perceptions of their internal and external educational support in relation to their academic achievement. Four students, two parents, and two teachers participated in this qualitative study. In Chapter Three, I cited that "An appropriate sample size for a qualitative study is one that adequately answers the research question" (Marshall, 1996, p. 523). I believe that an adequate number of participants participated in the study. I participated in this study as a "human instrument" (Savenye & Robinson, 2005) and collected data by performing interviews and observations and by reviewing documents.

I selected Saerom High School as the sample school due to the school's location in Seoul, academic level as a high school, and the school leader's approval to allow for students' participation in the study. I collected data from the school's "first year" department through students, parents, and teachers. The interviews were focused on academic routines, non-academic routines, educational perspectives of public education and private education, educational support systems, and rationale for academic achievement. Additionally, I performed observations of each student at school during regular school hours and outside of regular school hours. I examined students' routines, interactions with peers and teachers, study habits, and educational focuses.

I recorded the data with attention to accuracy and with effort to avoid possible personal bias or preconceptions. I used grounded theory to analyze data and compared the data analysis of one set with the data analysis of another set (Elliott & Lazenbatt, 2005). I triangulated the data analysis through interviews, observations, and document reviews. I emphasized honesty with all of the participants, and I reassured the participants of their anonymity in responding. This data analyses allowed me to develop rich descriptions of the participants' daily educational routines and internal and external educational influences. I then generated answers to the study's research questions using these data.

Research Question One

How do South Korean male adolescents structure their daily educational routines?

Public Education. I described in Chapter Two that the students are required to develop a "strong relational bond" in school as part of the norms in South Korean public education systems (U. Kim, & Park, 2006, p. 290). Student participants' weekday educational routines are rigorous and follow the school's comprehensive weekday schedule. Each student participant spends at

least 14.5 hours at Saerom High School each weekday. The student participants spend more time with their peers and teachers than with their families during the weekdays. The South Korean male adolescents' intense academic focus at school may be associated with more peer competition for higher academic scores throughout their educational careers. My findings from this study are consistent with the idea of students developing a "strong relational bond" in school.

Private Education. Although public education systems provide rigorous academic routines to students during the weekdays, students use private education systems as well. Private education systems in South Korea provide a variety of educational support routines for the students. Parents' financial statuses impact the types and amounts of private education that their children receive. K. S. Kim (2004) stated, "While expenditures for 'public education' are split between the parents and the state, those for 'private education' are borne entirely by the parents" (K. S. Kim, 2004, p. 524). My findings from this study are consistent with the South Korean perspective of parental involvement in educational funding.

In this study, I found that the types of private education systems in which the students participated may be associated with the amount of time that they must spend studying and their academic achievement levels. The student participants identified as achieving slightly above average attend student-led study group sessions and spend more time studying throughout the week than the student participants that were identified as achieving highly above average and attend hagwons. Social class variables in South Korea influence "education fever" and the amount of education children receive (Nakamura, 2005). The participants' views of time spent on education were linked to this "education fever" in this study. The amount of time that these

South Korean male adolescents spend in both public and private education systems limits the chance for any "free time" in students' daily schedules.

Self-study Sessions. In addition to utilizing public and private forms of education, students also take the responsibility to study independently. As discussed in Chapter One, students must demonstrate individual self-motivation for academic achievement in the South Korean public education system (H. Park, 2008; H. Park, Byun, & Kim, 2011). Although the students' morning and afternoon school-day routines are similar to those of students at other South Korean high schools, the students at Saerom High School engage in additional evening routines that include independent self-study times. I found that some students utilize more self-study time than others in this study. Student participants identified as achieving slightly above average participate in weekday, independent self-study at school one hour more than students identified as achieving highly above average. These student participants also spend more time studying in their homes before school begins and after their independent self-study sessions each day.

Study Times. South Korean students tend to spend long hours attending classes and studying each day. Student participants' weekend educational routines are laborious and involve the use of private education systems or weekend study sessions; the amount of this use varies among students. Student participants study between 7 and 13 hours each Saturday and Sunday. The student participants identified as achieving slightly above average spend at least 11 hours each Saturday and Sunday with their student-led study group at Saerom High School, following a comprehensive study plan created by the students in the study group. These students also spend time studying outside of the study group sessions at home and at the school. Student participants identified as achieving highly above average attend hagwons for at least seven hours

each Saturday and Sunday in lieu of study group sessions during the weekends. Unlike student participants in the study group, student participants in hagwons must pay money to attend classes, and their parents financially support their private education programs. Student participants' use of hagwons may be linked to their achievement scores.

South Korean students' educational routines typically involve long hours and the use of both public and private education systems. According to S.-Y. Lee, Hong, & Espelage (2010), "In Korea, most students spend on average more than ten hours a day at school due to heavy emphasis on academic excellence. The amount of time spent on school work increases if they are attending academic institutions after school" (p. 536). In this study, I found that each student participant spends numerous hours in independent self-study sessions during the weekdays and in student-led study group sessions, private tutoring sessions, or hagwons during the weekends. South Korean students view classwork and homework as essential tasks to prepare for success (M. Lee and Larson, 2000). Student, parent, and teacher participants' perspectives regarding academic preparation are associated with the importance of schoolwork through the use of public and private education systems. The South Korean male adolescents who participated in this study structure their daily educational routines to incorporate both systems.

Exam Preparation. South Korean students study to improve their preparedness for the college entrance exam. Academic focus and discipline are key factors in South Korea, as students' achievement scores generally determine students' academic success levels. According to M. Lee and Larson (2000), "The effect of the university exam on Korean adolescents' lives appears to be an extraordinary devotion of time to studying and frequent experience of negative emotion during this time" (p. 252). In this study, I found that the student participants partake in different amounts and types of additional educational programs in order to prepare for the

college entrance exam. All of the participants in this study linked the significance of completing higher education degrees with gaining more employment opportunities. An, Pak, and Kang found that more than three-quarters of South Korean middle and high school students believed that going to university was essential for getting a "good job" (as cited in Sorensen, 1994, p. 22). The South Korean male adolescent participants expressed their beliefs that it is important to study in order to remain academically competitive amongst their peers, achieve well on the college entrance exam, gain admittance to a "good university," and "get a better job."

Sleeping Patterns. South Korean male adolescents' sleeping patterns are notable. "Pass with four, fail with five" is a common slogan among South Korean high school students (M. Lee & Larson, 2000, p. 251). The slogan is meant to remind students that they should have a maximum of four hours of sleep a day in order to pass the university exam (M. Lee, 2003; M. Lee & Larson, 2000). In this study, I found that all of the student participants sleep between four and six hours each weekday. The students' sleeping routines differ during the weekends, however. The student participants identified as achieving slightly above average spend between five and a half and six hours sleeping each Saturday and Sunday. In contrast, the student participants identified as achieving highly above average spend between 9 and 12 hours sleeping each Saturday and Sunday. South Korean male adolescents' amount of sleep may be related to their academic achievement levels and time spent on academic preparation for high school.

Research Question Two

How do South Korean male adolescents perceive their family influences relate to their academic achievement?

Cultural Standards. The student participants' family and cultural standards are critical in the formation of the students' educational goals. Respect for seniority within the family

structure is significant in the South Korean culture. South Korean "Parents require their children to be responsible and dutiful" (Ramírez & Rubio, 2011, p. 78). South Korean students' commitment to a rigorous academic focus may be linked to cultural beliefs of hard work and dedication that their parents share with them. Mr. Kim believes that South Koreans' continuous quest for improved educational success is the most important part of "family values" and stated, "Students learn it from when they were young, probably from their parents one way or another that includes: hard work, hardworking spirit, diligence, and competitive study, good college, all of those Korean stuff." South Korean male adolescents' cultural standards from their families may be associated with their persistent efforts towards higher academic achievements.

Financial Support. As discussed in Chapter Two, South Korean parents tend to devote most of their time, money, and energy in efforts raising their children: "Korean parents perceive a strong link between educational qualifications, public recognition, and social accomplishment, and, in turn, pressure their children for higher attainment at school" (Bong, 2008, p. 196). Student, parent, and teacher participants in this study explained that the effect of globalization and cultural values in South Korea encourage families to focus on children's educational progress and preparation for their futures. South Korean families invested nearly one-third of their incomes on private tutoring for middle and high school students in 2003 (C. J. Lee, 2005). This investment was observed in my study as two of the four student participants expressed the need for their parents' financial support for their education. Jaemoon expressed that his parents support him by allowing him to go to the private education classes. He stated, "They pay *all* of the money [for public and private education]."

The South Korean male adolescents who participated in this study believe that parents are financially responsible for their public and private education. The Korea National Statistical

Office (NSO) reported that South Korean families spent approximately $17 billion USD on private education in 2007 (as cited in H. Park, Byun, & Kim, 2011, p. 5). This investment creates more pressure for children to receive higher education degrees. The two student participants identified as achieving highly above average believe that the South Korean culture encourages students to go to a better university than their parents, and the students find that their parents emphasize this as well. South Korean male adolescents' beliefs that they must participate in both public education and private education systems in order to gain admittance to reputable university may be linked with their desire to appease their parents.

Time Restrictions. The student participants rarely have "free time" during the week due to their participation in public and private education systems. During weekdays, the student participants are at school for at least two-thirds of their waking hours; therefore, the student participants spend more time with their peers and teachers than with their families throughout the year. South Korean male adolescents' amount of time spent studying and preparing for the college entrance exam may be linked to the lack of time that they spend with their families. This may impact the relationships that South Korean male adolescents have with their families.

Private Education. All of the student participants expressed the importance of time spent studying throughout the week. In Chapter One, I discussed that parents have more control and involvement in their children's private education in South Korea (K. S. Kim, 2004). I observed in this study the parents' strong commitment to private education for their children. The two student participants identified as achieving slightly above average spend a significant part of their weekend time studying with their student-led study group, and the two student participants identified as achieving highly above average attend hagwons. All of the student participants also participate in self-study sessions. Students are encouraged to continue studying

despite the lack of time that their parents may spend with them. These study habits may be associated with Confucian values in South Korea. "As a function of Confucian values, the importance parents give to schoolwork, and the extreme life consequences associated with performance on the competitive college exam" is critical (M. Lee & Larson, 2000, p. 267-268). South Korean male adolescents' use of private education may be related to the influences of their parents and families.

Exam Preparation. The student participants plan on taking the college entrance exam in November of 2015. As mentioned in Chapter Two and earlier in this chapter, parents can ensure that their children are preparing for the college entrance exam and concentrating during study time by supervising their children's daily schedule (M. Lee, 2003). I learned in the interviews that the participants' parents are heavily involved in planning their children's schedules. Jaemoon's father believes that the Confucian use of exams to determine social status impacts South Korea's educational system and promotes competition towards university admittance. The Confucian philosophy emphasizes the value and significance of learning (E. Kim, Im, Nahm, & Hong, 2012; B. Lee, 2004), and the student, parent, and teacher participants expressed the importance of the students' preparation for the examination. The South Koreans' emphasis on college entrance is consistent with my findings from this study. South Korean parents expect their children to devote a majority of their high school time preparing and reviewing for the annual college entrance exam in order for their children to gain admittance to a top-ranking university (Davies & Cummings, 1998; Jeong & Chun, 2010). South Korean male adolescents' family influences may be related to their amounts of studying and preparation for the college entrance examination.

Academic Competition. South Korean parents' emphasis on the college entrance examination creates academic competition amongst the students. Parental attitudes cause some students to "suffer" from competition among fellow students, among family members, and within themselves (Hwang, Kim, Ryu, & Heppner, 2006, pp. 141-142). My findings from this study are consistent with the idea that South Korean children want to gain their parents' approval of their academic achievements. According to Heine, South Korean children attempt to "avoid disappointing or receiving negative judgments from their parents" (as cited in Bong, 2008, p. 197). Jaemoon stated that his parents ask him about his academic progress and test scores on a regular basis. He stated, "They [parents] don't actually punish me [for poor academic performance], but . . . just make me feel that I *really* have to do better." South Korean male adolescents' encouragement of peer competition by their families may be associated with their external influences. The families' competitive focus may reflect the families' desire for their children to improve their achievement levels and obtains familial pride.

Research Question Three

How do South Korean male adolescents perceive their internal and external influences relate to their academic achievement?

Peer Influences. The student participants are committed to regular attendance in the public education system due to South Korea's emphasis on education. South Korean students' "daily attendance rates [in schools] are very high (often 100%)" and school dropout rates are very low (Jang, Kim, & Reeve, 2012, p. 1178). In this study, I found that the student participants are adamant about attending school. Chulju believes that South Korean students' focus on education and study is a cultural trait of the country. He stated, "Studying is more like an effect in Korea. . . . All students have to study." In addition to participating in the public education

system, the students participate in various forms of private education to increase the amount of time that they study. Jaemoon feels pressure from fellow "first year" students to study more each day. When discussing the study habits of students in higher grades, he stated, "I have to do what they've done so to have a *fair* fight." I found that Jaemoon's perspective on study habits may be linked to the South Korean culture. South Korean culture is "one of high collectivism" and, according to Hofstede and Hofstede, some of the key characteristics of collectivist orientation include "harmony and consensus, a strongly developed ability to feel shame and the loss of face, . . . ideologies of equality prevailing over individual freedom, . . . relationship prevailing over task" (as cited in Ryu & Cervero, 2011, p. 143). Each student participant expressed many of these characteristics and the pressures that they feel to achieve when I discussed their educational routines with them. South Korean male adolescents' peer and cultural pressures may be related to the structure of their educational routines that allow them to participate in private education systems to gain higher academic scores.

Private Education. Within the public and private education systems, the student participants' daily schedules include several hours of direct teacher instruction and independent study sessions. The students' intense academic focus is driven by the students' desire to obtain a high score on the college entrance examination and attend university. In Chapter Two and Chapter Four, I discussed how South Korean students focus on standardized testing, memorization, and private education to improve their academic performance in school (C. J. Lee, Kim, & Byun, 2012). The student participants expressed the stresses that they receive from their peers and parents to use additional instruction methods outside of the public education system. Jaemoon stated, "If you want to go to college, you *have* to do it [private education]," and the other student participants relayed similar thoughts that one must engage in the private education

system in order to gain college admittance in South Korea. School satisfaction issues in South Korea can be explained by "a high-pressure system that places heavy burdens on students; excessive competition for college entrance; long study hours as a result of academic competition; and a monotonous, teacher-centered instruction style that does not induce student motivation" (Y. Lee, 2010, p. 389). In this study, I found that peer academic competition is prevalent among all of the student participants. South Korean male adolescents' amount of time spent in private education systems may be associated with the amount of time spent by their peers in private education systems or encouraged by their parents.

Levels of Satisfaction. Peer and cultural achievement pressures in South Korea dramatically influence student participants' educational perspectives. South Korean male adolescents' feelings of happiness and contentment may be related to their academic scores. In Chapter Two, I discussed adolescents' life-satisfaction levels and cited that South Korean adolescents reported low satisfaction with family, school, friends, self, and living environment and low global life satisfaction (N. Park & Huebner, 2005, p. 449). My findings from this study are consistent with the idea that South Koreans' serious emphasis on a student's high achievement on the college entrance exam impacts a student's satisfaction of his academic achievements. As mentioned in Chapter Four, Donghyun believes that the "culture" of South Korean high schools forces him to study. He finds that his scores are "*not* enough" for him in school, and he must find alternative ways to prepare for the college entrance exam. South Korean male adolescents' levels of life-satisfaction may be associated with peer, parental, cultural, and internal pressures for high academic achievement.

Academic Competition. South Koreans are motivated in their educational efforts through academic competition among one another. The student participants are in constant

academic competition with their peers. Many South Korean high school students experience "high levels of academic competition" as they are driven to enter the most "prestigious universities" (Hwang, Kim, Ryu, & Heppner, 2006, pp. 141-142). I found that all of the participants relate academic achievement levels to successes in life. Jaemoon's father stated, "There are lots of chance and lots of jobs for education people, so people think more educated people get more chance to move up." Culturally, competition is prominent with students throughout their educational careers in South Korea, and the participants linked this competition to the impact of globalization throughout the country. Donghyun explained the effect of globalization in South Korea to be "why we [South Koreans] study." South Korean male adolescents' feelings of obligations to study more may be related to the study schedule of their peers and parental influences.

Health and Wellness. The amount of academic competition among South Korean students may be associated with the negative impacts on students' academic achievements and health. As mentioned throughout this dissertation, the South Korean culture encourages this type of academic competition. In Chapter One, I discussed that South Korean students' achievement scores reflect success, but the students do not feel a sense of accomplishment due to this continuous competition (M. Lee & Larson, 2000). In this study, I was able to observe and record evidence of students' negative feelings for their educational experiences. Sangjin explained, "The Korean education system is not efficient. They just keep their students in school and they think that it makes everything good, but it's not."

Throughout all interviews, student participants expressed frustration with the amount of achievement pressure that they receive from the South Korean education system, their peers, and their parents. Lee, Lee, Ku, and Lee reported that the external and internal achievement

pressures in East Asian adolescents result in "high rates of depressive symptoms, including dysphoric emotions, inability to concentrate, feelings of helplessness, aggressive impulses, loss of interest in life, . . . insomnia, changes in appetite, . . . and poor eyesight" (as cited in M. Lee & Larson, 2000, p. 250). I found that the student participants in this study are aware of these symptoms. Donghyun believes South Korean students experience thoughts of suicide, depression, and anxiety and explained that "suicide percentage is very high" in South Korea and is attributed to peer "study pressure" within the schools. South Korean male adolescents may associate their negative mental and physical feelings with the academic achievement influences of peers, parents, and teachers.

Implications for Research and Policy

The rigor of the South Korean education system is a central factor of the cultural influences on students. My findings from this study of South Korean male adolescents' internal and external academic influences may also be linked to the cultural pressures and expectations for students to achieve at high levels. As mentioned in Chapter Two, one of the most significant reasons for South Korea's progress is the large number of well-educated workers formed by the country's education and training system (Han, 1994). During my interviews in this study, all of the participants expressed beliefs that South Korea's "global leadership" is a result in part of their education system. Sangjin's mother stated her opinion that this leadership might help South Korea build a "competitive edge." I mentioned in Chapter Four that South Koreans are constantly competing with other nations to maintain a high international ranking in education. This competition is present in the schools, homes, and private education programs throughout South Korea.

South Korea's current economic successes may be related to the South Korean education policies and practices. Educational and political leaders in South Korea may feel confident in their current education system, but continued self-examination may be necessary to reduce or prevent South Koreans' negative emotions regarding the use of public and private education systems, emphasis on the college entrance exam, and pressures to achieve at higher levels. According to M. Lee (2003), "Without changing the entire system of the university entrance exam, Korean adolescents' passive uses of free time and their negative implications for development may be difficult to improve" (p. 19). Reviews of South Korea's public and private education system and university entrance exam by other countries may be beneficial in determining national or international educational standards. A review of the educational policies may be needed to determine the positive and negative aspects of the current education system and develop new policies, as needed.

Recommendations for Further Research

The participants in this study provided me with meaningful insights about their emotions, beliefs, and influences in regards to educational systems in South Korea. My findings from interviews, observations, and document reviews at Saerom High School offer detailed perspectives of South Korean male adolescents' daily educational routines and internal and external influences toward their academic achievement. From these data, my recommendations for further research of this topic are included in the following text.

I conducted this study with "first year" students in one all-male South Korean high school in Seoul, South Korea. Future research could add to the knowledge base by replicating the study with a more diverse student population, including female students and students from various achievement levels and grade levels in school.

Students in this sample were selected to participate in the study based on students' self-assessments, recommendations by teachers, and standardized test scores. Selective sampling via teacher recommendations and students' self-assessments limited the selection of students at Saerom High School. Future research could add to the knowledge base by replicating the study with an experimental selection method for student samples.

Students in this sample performed at a slightly above average achievement level or at a high achievement level. The study could be replicated with a sample of students who performed at a slightly below average or average achievement level to provide a comparison of how the students' internal and external influences relate to their achievement levels.

I conducted this study with students only during their "first year" of high school. Continuous longitudinal analysis of students' academic achievements and influences could allow for more in-depth understandings of the progression or digression of South Korean students' internal and external educational influences throughout their academic careers.

I used qualitative research methods in this study with a small sample of students, parents, and teachers. A follow-up quantitative study of more students' academic performance levels, use of private education and public education, and perspectives of internal influences and external influences on academic achievement would provide data that may be generalized.

Parents in this sample were parents of students who performed at a high achievement level. Future research could add to the knowledge base by replicating this study with parents of students from a broad range of academic achievement abilities.

The sample school for this study was located in Seoul, South Korea. Seoul has a population of over ten million people. The study could be replicated in multiple schools

throughout Seoul and South Korea to provide a comparison of the impact of families' socio-economic statuses and students' academic achievement levels and academic influences.

Teachers in this sample worked at Saerom High School, which is part of South Korea's public education system. Future research could add to the knowledge base by replicating this study with teachers from the private education systems or other schools within the public education system.

Summary

This dissertation provides insights into South Korea's education systems. The purpose of this chapter is to summarize the study with findings from the results and provide implications for research and policy and recommendations for further studies of South Koreans' perspectives on education. In this study, I used qualitative data to review four South Korean male adolescents' educational routines and the relationships between these adolescents' family influences and academic achievement. I also investigated how the student participants' external influences and motivations affect their academic achievement. The participants' perspectives provide views into the education systems in South Korea and indicate opportunity for additional studies to be completed to gain more insights into South Koreans' academic achievements and international educational advances. Global and local leaders, researchers, educators, and policy makers may gain a better understanding of the education systems, world-wide, through reviewing more in-depth data from countries that have experienced educational success.

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APPENDIX A

Student Interview Protocol Form

Date _____

Time _____

Location _____

Interviewee _____

Release form signed? ____

Thank you for taking the time to speak with me. In studying a few South Korean students' academic achievement motivations and influences, I would like to gain a well-rounded perspective by talking with students, their parents, and their teachers. In your position as a student, I would like to learn more about your beliefs regarding education in South Korea, the impact of educational influences on your education, and your perspective of your academic achievement. I wanted to let you know that the information collected from this interview will be used in my dissertation and that you, your parents, and your teachers will remain confidential.

I am looking forward to learning from your thoughts and ideas, but if I ask any question that you would prefer not to answer for any reason, just let me know and we'll move on to the next question. Do you have any questions for me? Let's get started…

Background/Introduction:

1. What is your full name?
2. Where were you born?
3. How long have you lived in Seoul?
4. Where did you attend elementary and middle school?
5. What are your personal and educational goals, as an adult?
6. What do you enjoy in school? What do you enjoy outside of school?
7. Describe your daily, school-day routine during weekdays and weekends.

Globalization:

1. Have you heard of the term "globalization" used when discussing the South Korean economy? If so, what do you know about globalization?

2. How has South Korea's quick shift as a global leader impacted the nation's education system? What have you, personally, seen or experienced regarding your education?

3. What cultural values are placed on education within South Korea? What values, specifically, do you use or practice for yourself?

4. Does the country's emphasis on education impact you and your academic achievement? If so, how? What do you idealize your education to be like?

Public education and private education:

1. What is your perspective of public and private education systems in South Korea? How have these forms of education impacted your educational background? Has your perspective changed throughout the years?

2. Do you use a form of private education? If so, what and when? If not, did you in the past? What is your opinion of private education?

3. What form of education do you think is most effective, in your opinion? Why? What experiences have you had to make you believe this?

4. In your perspective, are the two types of education beneficial to your achievement? If so, how? If not, why?

5. Do parents, peers, or teachers encourage private education? If so, what do they do or say? Do you feel pressure to engage in a certain amount of private education?

Parental support and influences:

1. In your perspective, what are South Korean parents' roles in their children's education? What type of support or pressure do your parents provide, if any?

2. What familial educational values are placed on their children? What expectations are provided and how are they supported in your family?

3. How have your parents addressed you regarding your academic achievements? If so, what do they say and/or do? What was your reaction?

4. Do you feel pressure to achieve at a certain academic level? If so, why? Who, specifically, do you feel pressure from? Do you feel like you have the support that you need to achieve?

Motivation and self-determination:

1. How do you feel about you and your academic achievements? Why do you feel this way? What areas, if any, would you like to improve in?

2. What motivates you in your educational learning process? How do you know? What do you do to ensure that you are learning?

3. Do perceived expectations and pressures from peers, parents, or teachers impact your learning? If so, how? How do you know? How do you respond to these expectations and pressures?

4. How has the South Korean educational system impacted your learning and academic motivation? How do you know? What do you observe, read, or hear to help you determine this?

Other topics (if not addressed):

I really appreciate your time today. That is the end of my formal questions. Do you have anything else you would like to add about educational influences' impact on student motivation and achievement?

Would it be okay if I follow up with you if I have additional questions?

Thank you!

Rachel Geesa, Doctoral Student
Educational Administration and Supervision
Ball State University

APPENDIX B

Parent Interview Protocol Form

Date _____

Time _____

Location _____

Interviewee _____

Release form signed? ____

Thank you for taking the time to speak with me. In studying a few South Korean students' academic achievement motivations and influences, I would like to gain a well-rounded perspective by talking with students, their parents, and their teachers. In your position as a parent, I would like to learn more about your beliefs about education in South Korea, your educational influences on your child, and your perspective of your child's academic achievement. I wanted to let you know that the information collected from this interview will be used in my dissertation and that you and your child will remain confidential.

I am looking forward to learning from your thoughts and ideas, but if I ask any question that you would prefer not to answer for any reason, just let me know and we'll move on to the next question. Do you have any questions for me? Let's get started…

Background/Introduction:

1. What is your full name?
2. Where were you born?
3. How long have you lived in Seoul?
4. Describe your educational background.
5. Describe your professional background.
6. What made you decide to send your child to this school?
7. Describe your child's daily, school-day routine.

Globalization:

1. Have you heard of the term "globalization" used when discussing the South Korean economy? If so, what do you know about globalization?

2. How has South Korea's quick shift as a global leader impacted the nation's education system? What have you, personally, seen or experienced regarding your education and/or your child's education?

3. What cultural values are placed on education within South Korea? What values, specifically, do you use or practice with your child?

4. Does the country's emphasis on education impact your perspective on education and your child's academic achievement? If so, how? What do you idealize your child's education to be like?

Public education and private education:

1. What is your perspective of public and private education systems in South Korea? Has your perspective changed throughout the years?

2. Growing up, did you use a form of private education? If so, what and when?

3. What form of education do you think is most effective, in your opinion? Why?

4. In your perspective, are the two types of education beneficial to your child's achievement? If so, how? If not, why?

5. Do you feel pressure to provide your child with a certain amount of private education? If so, what kind of pressure and how do you address this?

Parental support and influences:

1. In your perspective, what is your role in your child's education? What type of support or pressure do you provide, if any?

2. What, if any, familial educational values are placed on your child? What expectations are provided and how are they supported?

3. Do you speak with your child about his academic achievements? What do you talk about? What are your child's reactions?

4. What support, if any, do you provide your child regarding his educational growth? What, specifically, do you do to provide this support?

Motivation and self-determination:

1. How do you think your child feels about his academic achievements? How do you know? What do you observe, read, or hear to help you determine this?

2. What motivates your child to learn? How do you know? What do you observe, read, or hear to help you determine this?

3. What perceived expectations and pressure from peers, family, or teachers may impact your child's learning? How do you know? What do you observe, read, or hear to help you determine this?

4. How has the South Korean educational system impacted your child's learning and academic motivation? How do you know? What do you observe, read, or hear to help you determine this?

Other topics (if not addressed):

I really appreciate your time today. That is the end of my formal questions. Do you have anything else you would like to add about educational influences' impact on student motivation and achievement?

Would it be okay if I follow up with you if I have additional questions?

Thank you!

Rachel Geesa, Doctoral Student
Educational Administration and Supervision
Ball State University

APPENDIX C

Teacher Interview Protocol Form

Date _____

Time _____

Location _____

Interviewee _____

Release form signed? ____

Thank you for taking the time to speak with me. In studying a few South Korean students' academic achievement motivations and influences, I would like to gain a well-rounded perspective by talking with students, their parents, and their teachers. In your position as a teacher, I would like to learn more about your beliefs regarding education in South Korea, your experience teaching in South Korea, and your perspective of South Korean students' academic achievement. I want to let you know that the information collected from this interview will be used in my dissertation and that you and your students will remain confidential.

I am looking forward to learning from your thoughts and ideas, but if I ask any question that you would prefer not to answer for any reason, just let me know and we'll move on to the next question. Do you have any questions for me? Let's get started…

Background/Introduction:

1. What is your full name?
2. Where were you born?
3. How long have you lived in Seoul?
4. Describe your educational background.
5. Describe your professional background.
6. What made you decide to pursue a career in education?
7. Describe your daily, school-day routine.

Globalization:

1. Have you heard of the term "globalization" used when discussing the South Korean economy? If so, what do you know about globalization?

2. How has South Korea's quick shift as a global leader impacted the nation's education system? What have you, personally, seen in your professional field regarding this?

3. What cultural values are placed on education within South Korea? What, specifically, do you see in your classroom or hear from students regarding this?

4. Does the country's emphasis on education impact your perspective on education and your students' academic achievement? If so, how? What does your school emphasize?

Public education and private education:

1. What is your perspective of public and private education systems in South Korea?

2. Growing up, did you use a form of private education? If so, what and when?

3. What form of education do you think is most effective, in your opinion? Why?

4. In your perspective, are the two types of education beneficial to your students' achievement? If so, how? If not, why?

5. Do you feel pressure to educate your students at a certain academic level? If so, what kinds of pressure and how to do you address this?

Parental support and influences:

1. In your perspective, what is your role in your students' education? What type of support or pressure do you provide, if any?

2. What, if any, familial educational values are placed on students? How do you know this? What do you observe?

3. Do you speak with your students about their parents' perspectives of their academic achievements? What do you talk about? What are your students' reactions?

4. What support, if any, do you think parents provide students regarding their educational growth? What, specifically, do you observe in your classroom and with your students?

Motivation and self-determination:

1. How do you think your students feel about their academic achievements? How do you know? What do you observe, read, or hear to help you determine this?

2. What motivates your students to learn? How do you know? What do you observe, read, or hear to help you determine this?

3. What perceived expectations and pressures from peers, family, or teachers may impact students' learning? How do you know? What do you observe, read, or hear to help you determine this?

4. How has the South Korean educational system impacted students' learning and academic motivation? How do you know? What do you observe, read, or hear to help you determine this?

Other topics (if not addressed):

I really appreciate your time today. That is the end of my formal questions. Do you have anything else you would like to add about educational influences' impact on student motivation and achievement?

Would it be okay if I follow up with you if I have additional questions?

Thank you!

Rachel Geesa, Doctoral Student
Educational Administration and Supervision
Ball State University